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ABSTRACT

This guide offers specific instructions and classroom materials for conducting workshops to train volunteer tutors of English as a Second Language (ESL). The guide contains five modules addressing different aspects and techniques of ESL instruction. Each module contains a preparation checklist for the trainer, objectives and precise procedures for conducting the module, and handouts. The handouts contain charts and narrative information about conducting a class, interacting with students, and organizing course content. The first module covers getting to know the students. The second addresses conversation skills, and includes instructions for using the Freirean discussion technique and materials for discussing interactions on a bus. The third module is on pronunciation, and provides a dialogue and minimal pair exercises for classroom use. The fourth module describes the Total Physical Response method of language instruction, with ideas for class activities. The fifth module outlines the language experience approach for teaching literacy, and includes a vocabulary and phrase list. An accompanying audio cassette can be obtained from the Oregon State Department of Education. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ENGLISH AS A SECOND LANGUAGE (ESL)

TUTOR TRAINING GUIDE

A Set of Five Modules for use in
Training Volunteer ESL Tutors

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GLOSSARY

acquisition - (in reference to language) an unconscious process of gaining language as opposed to language learning which is a conscious process.

comprehend - to understand thoroughly.

consonant - a speech sound produced by obstructing the flow of air from the lungs.

context - the circumstances which surround an event or occurrence.

curriculum - a course of study.

grammar - the study of the formal features of a language such as the way words are used in sentences.

idiom - an expression whose meaning cannot be derived from its individual parts or words.

language experience approach - the use of text generated by the student and written down by the teacher or tutor.

minimal pair - two words which have only one sound difference between them (example: bit/bat).

phonics - an approach to the teaching of reading that stresses correspondence between speech sounds and the letters that represent the sounds.

preliterate - (of a culture) not having written records.

pronunciation - the sound or sounds of words in a language.

sight word - a word which is recognized as a whole without sounding out the parts.

stress - the relative loudness in pronunciation of a part of a word or phrase.

survival skills - the skills needed to function in everyday life.

syllable - a unit of speech consisting of a single pulse of breath and forming a word or a part of a word.

vocabulary - the words of a language.

vowel - a speech sound produced without obstructing the flow of air from the lungs, represented in English by the letters a, e, i, o, u.

OUTLINE OF MODULE

TITLE: GETTING TO KNOW THE ESL STUDENT

GOAL: To provide an overview of the ESL student, building an awareness of the student's needs and how to meet those needs.

OBJECTIVE #1 The trainer will get to know the tutors.

TIME: 5 minutes

OBJECTIVE #2 Tutors will gain an awareness of what the ESL student brings to the learning setting.

Handout #1 - Previous Experience Chart
Handout #2 - Four Profiles of ESL Students

TIME: 15 minutes

OBJECTIVE #3 Tutors will gain an awareness of how to assess the learner's needs.

Handout #3 - First Meeting With Your ESL Student
Handout #4 - Definitions of Curriculum Terms
Handout #5 - Survival Skills - Summary of Priority Items
Handout #6 - Suggested Level 1 Questions

TIME: 25 minutes

OBJECTIVE #4 Based on knowledge of student curriculum needs, tutors will plan a lesson for an individual student.

Handout #7 - Lesson Plan

TIME: 15 minutes

MODULE PREPARATION CHECKLIST

SEVERAL DAYS BEFORE YOU PRESENT YOUR WORKSHOP:

1. Review:

- ☐ "How to Use This Guide" section of the **TUTOR TRAINING GUIDE.**
- ☐ the entire GETTING TO KNOW THE ESL STUDENT module, including handouts . Practice your presentation on family or friends or in front of the mirror.

2. Visit the site.

- ☐ Is there adequate seating for the number of participants you expect.
- ☐ Are there tables which you can use?
- ☐ Can you move the furniture or must you use the room as it is arranged now?
- ☐ Is there a blackboard or flip chart (including chalk, eraser, or markers) available for use the day of your presentation? If not, arrange for them to be there.

3. Prepare handouts. You may want to do each separate handout in a different color for ease in referring to them during the presentation.

- ☐ Copy single page handouts.
  - **Handout #1**
  - **Handout #2**
  - **Handout #3**
  - **Handout #6**
  - **Handout #7**
- ☐ Copy, collate and staple multi-page handouts.
  - **Handout #4**
  - **Handout #5**
- ☐ Collate handouts into packets and fasten them with large paper clips or put them in folders.

4. Select examples of curriculum materials.

- ☐ Review curriculum materials for examples which address various aspects of **Handout #4.**

MODULE PREPARATION CHECKLIST (continued)

5. Refreshments (optional)

- ☐ Arrange for refreshments if you so desire.

THE DAY OF THE WORKSHOP. Arrive early enough to:

- ☐ Arrange the tables and chairs.
- ☐ Set out handouts so they are ready to be distributed.
- ☐ Set out your text and notes on the lectern or table from which you will speak.
- ☐ Set out examples of curriculum materials for reference to **Handout #4.**
- ☐ Write module objectives on the blackboard or flip chart.
- ☐ (optional) Set up refreshment table.

If time allows, take a few minutes to sit and collect yourself before the participants arrive. Then, relax and enjoy your presentation.

OBJECTIVE #1

The trainer will get to know the tutors.

Does anybody have a student now? Who is your student? Has anyone tutored an English as a Second Language student in the past? Has anybody traveled to another country or lived in another culture? Has anybody studied another language?

Pause between each of the above questions to allow for tutors to respond. Try to relate the information your tutors give you about their personal experiences in these areas to the information you will present in the workshop. Try to use their responses as examples to illustrate the points you will be making.

Refer to the workshop objectives which you have written in advance on the blackboard.

Let's take a minute to preview what we hope to accomplish today. In getting to know the ESL student we're going to:

- discuss what the ESL student brings to the learning setting,
- identify the language learning needs of the student, and
- review and practice lesson planning.

Give out packets of handouts and briefly explain what each one is about.

OBJECTIVE #2

Tutors will gain an awareness of what the ESL student brings to the learning setting.

Who is the ESL student? Our students are adults with a lot of life experience. Look at the first column in **Handout #1 - .** labeled "Life Experiences". The student's previous and current experiences may impact their motivation and needs in learning English. For example, if a student worked as a physician before coming here, he or she may want to learn the English which will help them to practice medicine here.

Could you think of some examples of life experiences a student may have had or may be having now which would impact their motivation to learn English?

Accept all responses, eliciting comments regarding employment, family, travel, and other areas such as experience with shopping, health care, housing, community resources such as banks, libraries, post office, etc.

Look at the column labeled "Education". Why is it important to consider the student's previous education?

Elicit comments such as:

It impacts the rate at which a student will learn.
It impacts the formality a student will expect in the tutoring session.
It impacts the use of books; the student may expect books or may have anxiety about using printed materials.

Learning about the student's native language and culture is a process which may involve a number of resource people and or resource materials. You will never fully understand another culture and you may not be fully aware of your own culture. For example, in the American culture, what is being communicated when we make eye contact?

Responses will vary, elicit answers which have to do with honesty, sincerity, openness, etc.

And what does it mean when someone pats you on the back?

Elicit responses which have to do with congratulations, compliments for a job well done, or condolences, comfort, etc.

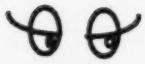
What if it's a man patting a woman? Or a woman patting a man? Do the ages of the two people make a difference? What about, for instance, if it's a teacher and a student or an employer and an employee?

Encourage a discussion which emphasizes cultural roles, age and/or sex of people involved, and the differences these factors make in what is communicated by the gesture of patting someone on the back.

By examining this one small form of communication, we can begin to understand the enormous challenge faced by ESL students as they learn not only the English language but the "American culture" as well.

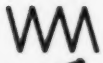
Refer to **Handout #2 - Four Profiles of ESL Students.**

Now we're going to look at four profiles of ESL students. These are not real people, but the profiles are representative of real students in our programs. Take a minute or so to read these profiles.



Observe for about a minute while tutors read the profiles.

Stop reading. What can you tell me about Jose's experience?



Allow comments which describe Jose's experience.

What might his motivation be to learn English?

Accept responses which predict his motivation like:

- to keep up with his children
- to get a better job
- to become a more active member of the English-speaking community

When do you think he may need English?

Elicit responses which describe situations where he would need English like:

- to talk with his childrens' teachers
- to talk with neighbors
- in emergency situations
- to read mail

Review each profile, discussing the student's probable motivation, strengths, weaknesses and needs.

OBJECTIVE

Tutors will gain an awareness of how to assess the learner's needs.

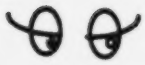
Refer to **Handout #3 - The First Meeting With Your Student.**

This handout gives you suggestions for your first meeting with a student. Read the first paragraph, tips for your first meeting.

Observe as tutors take a few seconds to read the paragraph.

In the first meeting with your student you will want to get acquainted, to get a better idea of what your student knows and doesn't know, and you will want to establish a schedule for future meetings.

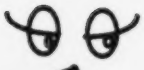
Read the first goal, "Get Acquainted With Your Student", and look up when you've finished.



Watch for the majority of the group to look up, signaling that they have read the goal.

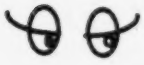
As your student feels more comfortable with you, you may discover that the student knows more English than you originally suspected. If you and the student are not comfortable with each other, the second goal of finding out how much English is known may have to wait until another session.

Read about how to find out how much English the student knows. Again, signal when you have finished by looking up.



Allow time for the majority of the tutors to read the goal.

The last goal on this handout is to get a schedule for meetings. Read that section now.



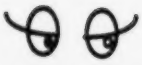
Allow time for the tutors to read the last goal.

Now, tell me what you would bring with you to the first meeting that might help you get to know the student, find out how much English your student knows, and set a class schedule.

You are looking for such responses as: clock, pictures, photos, paper and pencil, objects, calendar, books, etc.

Refer to **Handout #4 -Definition of Curriculum Terms.**

Handout #4 -Definition of Curriculum Terms refers to <u>what</u> you will be teaching. This is a summary of curriculum terms. Take a few minutes to read through the handout, then we'll briefly discuss each term and answer any questions you might have.



Observe for about 3 minutes as tutors read the handout, then discuss each term and comment as needed. You may want to refer to specific materials your program uses which address these various aspects of curriculum.

Refer to Handout #5 - Survival Skills - Summary of Priority Items.

Look at Level 1. The focus here is on survival skills; functional, every-day life skills. The items on this list are not grammar items, but that's not to say that grammar is not important. When you are first placed with a student, you can use **The Summary of Priority Items** as a checklist for determining what the student does and does not know. To find out if the student knows the alphabet, check if the student can say the letter name when he/she sees the written letter and whether the student can write the letter when you say the name.

Refer to Handout #6 - List of Suggested Level 1 Questions.

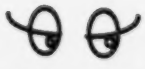
Now here's a list of suggested questions to be used with a student who is at Level 1. Even if you think your student is more advanced, by starting with Level 1 and progressing through all the items on each successive level, you will be better able to assess any gaps in your student's knowledge or ability in English.

Based on the sort of questions suggested for Level 1, we're going to identify some questions which might be used to assess a student's abilities and knowledge at each of the other levels. To do this we need to rearrange our seating so that we are divided into five groups. Please move into groups for this exercise.

You might quickly count the number of tutors present and suggest the appropriate group size. If there are few tutors have them work in pairs, but avoid having them work alone. If the group is too small for pairing, the exercise may be done as a whole group. Or, you may choose to work on only some of the remaining levels.

Assign a level to each group.

Think of at least 5 questions you could ask a student related to the survival skills listed for your assigned level. These questions should help you determine the student's knowledge of those survival skills.



Observe as the groups take about 5 minutes to complete their tasks, then have each group briefly share the questions they chose.

OBJECTIVE

Based on knowledge of student curriculum needs, tutors plan a lesson for an individual student.

When you're tutoring, be sure you set a goal for each lesson. Goals are usually based on something that came up in the previous lesson. For instance, when you go over your notes from the first meeting, you will find information on what the student needs in terms of literacy, pronunciation, conversation skills, vocabulary, etc.

Refer to **Handout #7 - Lesson Plan.**

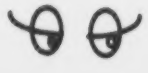
Let's review this lesson plan format sheet and look at the elements of a lesson. Start your meeting with an ice breaker. This could be a greeting, a short conversation or anything that helps you relax and get comfortable with one another. Some students are ready to study when the tutor arrives with papers and pencils out, but many students don't know how to study and will not be ready to plunge into work right away.

After you've properly greeted your student, review what you did the week before and try to incorporate review throughout the entire lesson. If the student has not retained what was taught the week before, you may want to spend more time on reviewing than on presenting new materials. Always remember, give praise and positive feedback as often as genuinely possible.

Review each element of the lesson plan with the tutors, answering questions and discussing the purpose of each. Then review the sample lesson plan at the bottom of the page. Keep this review very brief, it is not necessary that tutors get a full workshop on lesson planning to accomplish the next task.

I realize that we have only briefly discussed the process of planning a lesson. At a later time you will have a chance to attend a workshop devoted entirely to goal setting and lesson planning. At that session you will go into depth on these topics. For now, use your best judgement and your creativity to do this next task.

I want you to work in pairs to write a lesson plan for one of the four ESL students we profiled on **Handout #2.** With a partner, choose a student, and establish a goal or objective which can be met in one lesson. Let yourselves be creative in thinking of ways to introduce and practice new skills.



Observe as the tutors choose partners, intervening if necessary to make certain everyone has someone with whom to work. If necessary,

create a group of three. Be sure each pair chooses an ESL student from either the profiles or from real-life. Circulate around the room and observe as tutors perform the task, giving assistance and encouragement. Allow 3 to 5 minutes.

Now, let's share with each other what you have created.

If the group is small, have each pair report their plan. If there are too many pairs for the time remaining, ask for several volunteers to get a sampling of the plans created by the participants.

You can see that getting to know your student is the first and the most important step in establishing a positive, productive rapport between you. And it is essential in choosing materials which will be of interest and in providing appropriate and meaningful instruction for your student.

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PREVIOUS EXPERIENCE CHART

LIFE EXPERIENCE	EDUCATION	LANGUAGE	CULTURE
Employment: -in U.S. -in native country -education needed for job -skills used on job -demands of job on time -goals for future employment -transferable skills Family: -in U.S. -in native country -responsibilities -resources Travel: -use of languages -knowledge of other cultures	Formal: -in U.S. -in native country -number of years -what studied? -other languages? -skill training -literacy Informal: -oral tradition -what skills learned -how were skills learned	Native Language: -what alphabet? -formal study? -literacy -grammar -pronunciation Other Languages: -same as above.	Attitude toward education Male/female roles Student/teacher roles Adult/child roles Values

Where can you get information about your student, your student's language and culture?

-the student him/herself
-family members
-the library
-National Geographic
-Encyclopedia

-Center for Applied Linguistics
P.O. Box 37422
Washington, D.C. 20013

-U.S. Dept. of Education
Refugee Materials Center
324 E. 11th Street, 9th Floor
Kansas City, Missouri 64106

FOUR PROFILES OF ESL STUDENTS

José

José has been in the U. S. for ten years. He is a field worker and has legal immigrant status here. Coming from a poor family he did not have the opportunity to attend school in Mexico and is not literate in Spanish. His children have been learning English in school, but only Spanish is spoken in their home. José does not use English at work but knows enough spoken English to perform basic survival tasks in the English-speaking community where he lives.

Kim

Kim is a 47 year-old Korean woman. She is married with two children in high school. Kim studied English for 6 months when she came to the U. S. at the age of 20. Kim has her own business; a travel agency. All of her customers are Korean so she doesn't need a lot of English on the job, yet she does talk with Americans over the phone. The writing she does at work is minimal. Kim is a citizen of the U. S. She was able to pass the oral exam for citizenship by memorizing the answers to all of the possible questions.

Magdalena

Maggie is from Romania. She came here as a refugee two years ago. Since that time she has not studied English because she has two children, ages 2 and 4, to take care of at home. She graduated from college in Romania and was a science teacher before leaving. She studied English in school and is able to read and write English well but is very self-conscious when it comes to speaking. She doesn't understand the American slang she hears when she goes shopping and has no American friends.

Lee

Lee is from Cambodia. He is 20 years old and single. He came to the U. S. just two months ago after spending 6 months in a refugee camp where he learned basic English. He learned how to write the alphabet, and personal information such as his name, national origin, and birthdate. Because of the war in Cambodia he attended school for only two years. Lee has already gotten a dishwasher job in a Chinese restaurant for which he needs no English. Lee is an ambitious young man who sees the U.S. as the land of opportunity.

FIRST MEETING WITH YOUR ESL STUDENT

Tips for your first meeting:

The first day you meet with your student will set the stage for your tutoring experience. The first impression you make on your student will be very important to your teaching success. Remember, while you may be nervous, it is likely that your student is terrified. Greet your student, smile and be friendly, but don't overdo it. Your confidence will put your student at ease.

Goals for the first meeting:

1. Get acquainted with your student.

How do you begin? When you get to know another American, you usually greet him/her, introduce yourself, and ask a number of personal questions. Do the same with your student. If s/he giggles and says nothing, your student may not understand your "accent" or just doesn't know English. In either case, go ahead and teach greetings, name, and where s/he is from. Be sure to teach your name as well. For a beginning level student, don't try to do too much the first day. You don't want to scare or discourage your student.

What if your student can answer most of the personal information questions you ask? Then it won't be necessary to teach what s/he already knows but you can go ahead and ask personal questions anyway. After all, one of your purposes is to get acquainted. Haul out your family pictures (which you've brought intentionally) and talk about your family. S/he will be genuinely interested and perhaps be encouraged to talk about her/his family in turn. This is a very good way to "break the ice" with your student.

2. Find out how much English your student knows.

You may have been given some information about your student and his/her abilities by the tutor coordinator, but it is best not to assume anything. Find out for yourself. The **Summary of Priority Items (Handout #5)**, provides a good overview of the survival skills your student will need to function in English in everyday life. Use this summary as a check list to find out what your student knows and doesn't know. Although it does not include such important aspects of language such as grammar and pronunciation, you will get a good idea of your student's English abilities by assessing the student's knowledge of these priority items.

3. Set up a class schedule.

Determine convenient days and times for you and your student to meet (a calendar and/or clock may be helpful here). Establish a way for you and your student to contact each other if a tutoring session must be cancelled. Exchange phone numbers.

This may be a good time to teach a dialogue which your student can use to inform you of any changes in schedule. You may what to teach phrases such as, "Tm sick today."; "No class today."; or "Tll call you tomorrow."

DEFINITIONS OF CURRICULUM TERMS

What should you teach? Your student will be your best resource in determining what to teach. Get to know your student's interests, previous education, and current needs in the areas of speaking, listening, reading, and writing. As you identify weaknesses you can look for materials and plan instruction to meet those needs.

Survival Skills

What language does your student need in order to function independently in everyday life? The topics of personal information, community resources, housing, health, transportation, shopping, and employment are often designated in ESL materials. **The Summary of Priority Items (Handout #5)** focuses on the survival needs also.

Grammar

Students who are educated and have previous experience learning a second language are usually more prepared for formal instruction in grammar. Indirect grammar instruction is more appropriate for students who have limited education. As you get to know your student, note problems with grammar as they occur, then plan instruction for those problems. You may want to seize the moment and explain a grammar point when the problem occurs, but try to avoid interrupting a student's efforts at expressing him/herself.

Idioms

The English language is idiomatic. An idiom is a phrase whose meaning is different from the meaning of the individual words. Select one, two or three idioms to teach at a time - don't overwhelm the student with a whole list. Use idioms in context whenever possible and have the student think of different situations in which idioms may be used. Ask your student to note phrases he or she does not understand - they are probably idiomatic.

Vocabulary

To teach new words and review old vocabulary the "Total Physical Response" technique is very effective. This technique requires the student to physically demonstrate their understanding of the vocabulary and allows for continual reinforcement of the material through use. Teaching concepts without translation can be done by giving numerous examples, both positive and negative, of the concept.

When discussing the new word with an advanced student, enlarge the student's vocabulary by pointing out roots, prefixes and suffixes, opposites, homonyms, etc. that relate to that word. Show the student that many words are built on a root, with prefixes and suffixes added to change meaning: take, mistake, undertake, retake, intake, partake. Often suffixes are added to a root word to change the part of speech: agree (verb), agreement (noun), agreeably (adverb), agreeable (adjective).

Encourage your student to keep a list of new vocabulary words. The student could keep a "word bank" of new words on 3"x5" cards or use a notebook to make their own personal dictionaries.

DEFINITION OF CURRICULUM TERMS (continued)

Conversation

Conversation involves an exchange of information. Usually conversation is initiated and sustained when a topic of mutual interest is found. When conversing with people from a different culture, comparisons between cultures and countries is almost always of high interest to both parties. Sometimes conversation is limited by lack of vocabulary. In this case communication can be enhanced by use of pictures, gestures, drawings, mime, a variety of real objects, field trips, etc.

Literacy

For students learning to read and write in English, there are two major factors you must consider. First, does the student read and write in another language? Second, does the student comprehend spoken English? Students who do not have previous literacy instruction, and do not know out alphabet or the sounds of the alphabet, must learn spoken English before literacy instruction in English. For these students literacy instruction will be a long and tedious process. Language experience approach should be considered for all students learning literacy in a second language.

Pronunciation

Listen to your student speaking. Try to isolate certain sounds or patterns that make speech difficult to understand. The student wants to be easily understood by everyone, not just those accustomed to working in ESL.

Pronunciation problems may be certain sounds which the student does not have in the native language but they may also be problems with stress and intonation, the rhythm of the language. The section on pronunciation will give you some ideas for working on these aspects of the spoken language. Spend some time (5-15 minutes) each lesson on pronunciation practice. Note problems as they occur and plan activities which will target those weaknesses.

Non-Verbal Communication

An integral part of conversation is the non-verbal communication or body language that we use. Gestures, such as waving or pointing, can be misunderstood or even offensive in job or social situations to someone unfamiliar with our culture. Standards for such things as the distance between speakers, appropriate touching and eye contact are different in each culture. Ask your student about the customs for non-verbal communication in his country and explain what is acceptable and common in the United States.

SURVIVAL SKILLS - SUMMARY OF PRIORITY ITEMS

Level 1

1. The student can express lack of understanding.
2. The student understands the concept of same and different, left-to-right, progression and top-to-bottom sequencing.
3. The student can identify and print letters.
4. The student can identify numbers and write them as numerals.
5. The student can identify U.S. money: both coins and bills.
6. The student can do basic addition and subtraction with money.
7. The student can read and write amounts of money.
8. The student can read clock time and digital time.
9. The student can read calendar dates or numerical dates.
10. The student understands and can respond to such common question forms as: "how much," "what time," "where," and "what".
11. The student understands family and personal identification.
12. The student can write his/her first and last names.

Level 2

1. The student can sign or endorse a check.
2. The student can buy stamps and aerograms.
3. The student can identify basic colors and geometric shapes.
4. The student can identify orally common over-the-counter medicines and first aid items.
5. The student can identify common household furnishings and rooms.
6. The student can ask for help, either face-to-face or by phone (#911), in a household emergency.
7. The student can respond orally and in writing to questions regarding name, address, and phone number.
8. Given a written telephone number, the student can correctly dial it.
9. The student can identify common articles of clothing.
10. The student can identify commonly used bus names and numbers.
11. The student can identify traffic lights and pedestrial symbols and signs.

Level 3

1. The student can buy a money order.
2. The student can show identification when cashing a check.
3. The student can address envelopes, including return address.
4. The student can identify two or three of the most easily obtainable jobs and the responsibilities involved.
5. The student can identify good work skills as related to job performance.
6. The student can identify body parts and common symptoms of illness or injury.
7. The student can call for emergency medical help and clearly state and spell name and address over the phone.

SURVIVAL SKILLS - SUMMARY OF PRIORITY ITEMS (continued)

Level 3. (continued)

8. The student can recognize vocabulary related to housing rentals.
9. The student can explain warning signs and symbols on containers, such as: POISON, DANGER, etc.
10. The student can respond orally to questions regarding family members, past education and work history.
11. The student can clearly identify him or herself on the phone and ask for the person with whom he or she wishes to speak.
12. The student can ask questions concerning the location and prices of items in a store.
13. Shown north, the student can indicate south, east and west.
14. The student can ask questions and respond to information about stop locations and destinations.

Level 4.

1. The student can fill out a change-of-address card.
2. The student can fill out deposit and withdrawal slips.
3. The student can write the date and amount and can copy the name of an intended payee onto a check, each in its correct space.
4. The student understands common employment terms (benefits, full-time, etc.).
5. The student can ask questions about duties, hours, wages, etc.
6. The student can name and use common tools.
7. The student can measure items for length, height, width, and volume.
8. The student can call in sick or ask for sick leave.
9. The student can make and change medical and dental appointments.
10. The student can ask about what is offered in a rental house or apartment.
11. The student can describe needed repairs and utility problems.
12. The student can fill out personal information forms.
13. The student can find emergency and other numbers in the white and yellow pages of the phone book.
14. The student can identify and find common foods and their expiration dates.
15. The student can ask for and respond to information concerning pedestrian directions.

Level 5

1. The student can keep a record of the amount, date and new balance for a checking or savings account.
2. The student can register children in day care centers or public schools if appropriate.
3. The student can describe various necessary immunizations and rules regarding them.
4. The student can identify his/her own employment skills, experience and preferences as requested on a job application form.
5. The student can call a potential employer concerning a job.
6. The student can identify one dozen or more easily obtainable jobs and the responsibilities involved in each.
7. The student can read and respond appropriately to common warning and safety signs at work.

SURVIVAL SKILLS - SUMMARY OF PRIORITY ITEMS (continued)

Level 5. (continued)

9. The student can read and explain housing want ads in the newspaper.
10. The student can name the external body parts and basic internal body parts.
11. The student can fill a prescription at a drugstore and ask for proper dosage.
12. The student can take telephone messages and have names spelled over the phone.
13. The student can return merchandise and state a reason.
14. The student can explain traffic signs.
15. The student can name the basic parts of a car (inside and outside).

Level 6.

1. The student can fill out a federal and state income tax short form.
2. The student can explain several types of loans, mortgages, and buying on time.
3. The student can participate in parent-teacher or student-teacher conferences.
4. The student can explain some of the legal responsibilities expected of individual[illegible] fishing license, driver's license, insurance and family law.
5. The student can read aloud and explain employment want ads.
6. The student can fill out a job application form.
7. The student can list the aspects of a successful interview (applicant's dress, body language, attitude, etc.) and can participate in one.
8. The student can ask questions about job performance and expectations.
9. The student can list the personal qualities and social behavior necessary to keep a job (small talk, appearance, enthusiasm, etc.).
10. The student can explain paycheck deductions and check accuracy of wages paid.
11. The student can discuss future employment goals and means of attaining them.
12. The student can fill out a medical history form.
13. The student can explain his or her own form of health insurance, what it includes, and how it is paid for, including medicaid/care.
14. The student can read aloud and explain a guarantee or warrantee.
15. The student can demonstrate comparison shopping ("the better buy").
16. The student can follow a map to find a destination.

Source: Esler, Megan. Portland Community College. June 1982.

SUGGESTED LEVEL 1 QUESTIONS FOR YOUR FIRST MEETING

Don't just ask a series of questions, share information about yourself as you ask these questions.

How are you?
What's your name?
What's your last name?
Please spell your name.
How old are you?
Where are you from?
Did you work in _____?
What did you do there?
Do you have any children?
How many children do you have?
How old are they?
Where do you live?
Show me your I.D. card.

For these questions you will need to have coins, a check, a calendar, a list of numbers, the alphabet and pencil and paper.

Show me a nickel.
Where is 25 cents?
Please give me 42 cents.
How much is this? (Give the student 44 cents).
Give me a quarter.
What is this? (Show the student a check)
What is a check used for?
What time is it? (Show the student 7:00 on the clock).
Show me 8:30. (Have student turn the hands of the clock).
What time do you get up in the morning?
Show me on the clock what time you get up.
When is your birthday?
Show me your birthday on the calendar.
Show me Friday, Monday, January, etc.
Show me the number 1, 5, 12, etc.
Show me the letter A, C, F, etc.
Write the number 7, 32, etc.
Write the letter B, G, K, etc.

Use the concrete objects around you to assess the student's general knowledge of vocabulary. If your student doesn't know these items, you've got your work cut out for you.

LESSON PLAN

Objective for lesson: Student(s) will_____

_____

1. Review from previous lesson (10-20 minutes).
2. Review material for this objective (10-20 minutes).
3. Introduce new vocabulary for this objective (10 minutes).
4. Introduce new activity (10 minutes).
5. Practice activity (30 minutes).
6. Literacy (20-30 minutes).
7. Pronunciation (10 minutes).
8. Evaluate

Sample Lesson

Objective: Students will be able to make inquiries regarding rental housing based on newspaper ads.

1. Review from previous lesson.
2. Review for this lesson: names of rooms in the house, utilities, appliances.
3. Introduce new vocabulary: security deposit, refundable, non-refundable, abbreviations found in newspaper, phrases such as "I'm calling you about your ad in the newspaper."
4. Introduce activity: demonstrate dialogue calling for information.
5. Practice: practice original dialogue, make up new dialogues according to different ads in the paper and different student needs.
6. Literacy: teach key sight words, abbreviations from ads; write dialogues; write ads for housing students would like to find; students cut out ads and write a list of advantages/ disadvantages for each.
7. Pronunciation: pin-point problems noted from previous lesson.

OUTLINE OF MODULE

TITLE: CONVERSATION SKILLS

GOAL: To provide tutors with techniques for conversation development and management.

OBJECTIVE #1

Tutors will practice a technique for developing listening skills in themselves and in their students.

TIME: 20 minutes

OBJECTIVE #2

Tutors will practice effective questioning techniques for development of conversation.

Handout #1 - Hierarchy of Questions

Overhead #1 - Riding on the Bus

Handout #2 - "Freire" Discussion Technique

TIME: 30 minutes

OBJECTIVE #3

Tutors will review information on aspects of conversation management.

Handout #3 - Tips for talking With ESL Students

Handout #4 - Visual Aids and Activities for Conversation

Handout #5 - Cultural Influence on Conversation Patterns

TIME: 10 minutes

MODULE PREPARATION CHECKLIST

SEVERAL DAYS BEFORE YOU PRESENT YOUR WORKSHOP:

1. **Review:**

☐ "How to Use This Guide" section of the **TUTOR TRAINING GUIDE.**

☐ the entire CONVERSATION SKILLS module, including handouts and activities. Practice your presentation on family or friends or in front of the mirror.

2. **Visit the site.**

☐ Is there adequate seating for the number of participants you expect.

☐ Are there tables which you can use?

☐ Can you move the furniture or must you use the room as it is arranged now?

☐ Is there an overhead projector, a blackboard or flip chart (including chalk, eraser, or markers) available for use the day of your presentation? If not, arrange for them to be there.

3. Prepare handouts. You may want to do each separate handout in a different color for ease in referring to them during the presentation.

☐ Copy single page handouts.
Handout #1
Handout #3
Handout #5

☐ Copy, collate and staple multi-page handouts.
Handout #2
Handout #4

☐ Collate handouts into packets and fasten them with large paper clips or put them in folders.

4. Select "context rich" pictures.

☐ Select pictures from magazines, books or personal photographs which tell a story in themselves for use with **Handout #2**

MODULE PREPARATION CHECKLIST (continued)

5. Check overhead.

- ☐ Is your transparency clear and easily readable? If not, use the master provided in the module to make a new one.
- ☐ Optional: tape transparency to a cardboard frame if desired (see "How to Use this Guide" for instructions on this step).
- ☐ Provide yourself with a blank transparency sheet if you wish to write on the transparency during your presentation. Cover the transparency with the blank sheet and write on that to protect the original.

6. Refreshments (optional)

- ☐ Arrange for refreshments if you so desire.

THE DAY OF THE WORKSHOP. Arrive early enough to:

- ☐ Arrange the tables and chairs.
- ☐ Set up and plug in overhead projector, taping extension cord to the floor if necessary. Turn on and adjust focus on the projector (see "How to Use this Guide" for specific instructions for this procedure.)
- ☐ Place **Overhead #1** on the overhead projector, focus it and turn off light.
- ☐ Set out handouts so they are ready to be distributed.
- ☐ Set out your text and notes on the lectern or table from which you will speak.
- ☐ Set out (or tape to walls) the "context rich" pictures you selected.
- ☐ (optional) Set up refreshment table.

If time allows, take a few minutes to sit and collect yourself before the participants arrive. Then, relax and enjoy your presentation.

OBJECTIVE #1

Tutors will practice a technique for developing listening skills in themselves and in their students.

Choose a topic which interests you but which the tutors may know little about, possibly an experience you have had.

Listening is one of the most important skills in being a good conversationalist. It's also a skill which is often underrated, so we're going to start today with a focus on listening. I have chosen a topic of personal interest to me and I want you to question me on this topic.

As we go through this questioning procedure with you asking me the questions, we'll record the questions and then take a closer look at questioning skills as well as listening skills.

I need a volunteer to write the questions on the blackboard.

The topic is _____. Ask me questions and try to learn as much as possible about this topic.

As the tutors ask you questions, be sure the volunteer is recording those questions on the blackboard. Allow conversation to go on for 2-3 minutes. If there are no questions, don't say anything, just wait for questions.

Now, let's take a look at the questions themselves. Which questions kept me talking the most?

Underline those questions as the tutors identify them.

Now you're going to do an exercise. You will be getting into groups of three. Each group will have a speaker, a listener and an observer. The observer will need a pen and paper to record what the listener says and does.

Get into groups now and decide who will speak, who will listen and who will observe. Listener and observer should face each other.

Observe for about 30 seconds while the tutors form groups of three. Intervene if necessary to accomplish the groupings. If you have extra people, assign them to groups as an extra observer.

Now, speakers, raise your hands. You will choose a topic of interest to you that no one else knows about, probably something personal.

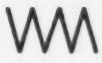
Listeners, raise your hands. Your task will be to draw the speaker out and keep him or her speaking by asking questions. Keep in mind that this is not really conversation because you will not respond with information of your own.

And observers, raise your hands. You are to write down everything the listener says and make notes of the things the listener does.

Please begin now.

Observe for about 3 minutes while the tutors do the exercise. Circulate around the room to get a feel for how well they are accomplishing the task and give encouragement where appropriate.

Stop now. Let's look at the results. Observers, report to us what you heard and saw.



If there are only a few groups, allow all the observers to report, otherwise, call on several to report.
Make notes of the most common question words.

Listeners, how did it feel to be a listener? Was it hard to keep the speaker talking? Why or why not?

Speakers, how did you feel? Did you feel "heard"? Why or why not?

Again, allow the members of each group to report unless there are too many groups. Take about 4-5 minutes on debriefing this activity.

What questions elicited brief answers? Be aware of which questions are open-ended and which ones are closed, that is, requiring only a one word answer. When working with a student whose English is limited, it is easy to start doing most of the talking. It is also easy to go beyond the student's level of comprehension.

With advanced students you can have them play the part of the listener. Often students end up just answering questions. They need to learn questioning techniques and the non-verbal cues to keep conversation going.

When working with lower level students, questions will need to be narrowed. We're going to take a closer look at the questions themselves now.

OBJECTIVE #2

Tutors will practice effective questioning techniques for development of conversation.

Ask for a volunteer to take part in a demonstration with you. Go through the questioning hierarchy and **Handout #1.** Say to the volunteer, "Do you like tacos?", etc.

I just demonstrated a hierarchy of questions. What was the first question I asked? And what was the response? What did I ask second? And what was the response? What was next?

Continue to elicit the questions and the answers.

Write on the blackboard:

yes/no
either/or
what/who/where/when/how
why

Give out **Handout #1 - Hierarchy of Questions.**

The first level of questions requires the student to give only a yes or no answer.

The second level of questions requires a choice of one of the two answers already stated.

The third level of questions are called content questions. They require the student to produce language which may not have been stated by the questioner. The student answers the question based on previous education or experience.

The last level of questions calls for the student to do analysis and express an opinion.

This hierarchy is one of increasing difficulty. It may be used in describing a picture, in talking about an event, or in beginning conversation on any topic.

The hierarchy of questions we just reviewed only scratches the surface of what real conversation is all about. While it is important to establish a common ground in terms of the topic to be discussed, real conversation goes far beyond the content information we're eliciting with the hierarchy of questions. In the work of Paulo Freire, a Brazilian educator, we can see a higher level sequence of questions. To demonstrate this technique, I will lead you through a discussion and then we'll look more closely at the sequence.

Show Overhead #1 - Riding on the Bus.

Follow the questioning sequence on **Handout #2 - "Freire" Discussion Techniques.** After you have finished the discussion based on the questions, give the tutors the handout.

Here are the questions I used to lead the discussion we just had based on the picture which you see on the handout.

The second part of **Handout #2** contains categories of questions with an explanation of each category. You can see that we start with the content questions. The student must have enough fluency in English to be able to identify the content of the picture or situation. The goal of this technique is to get students to analyze their experiences with a view toward solving real problems. This sequence of questioning can be used very effectively in discussing real problems which the student may present to you or which you may observe in the course of your work with the student.

Place pictures on a table, or refer to pictures you posted around the room prior to the session.

Here are several pictures which show an issue, a problem, or a situation in which people may find themselves. The picture shows context, that is, the picture alone tells the story.

In your same groups of three choose a picture and then develop a sequence of questions which follow the sequence in **Handout #2.**

Circulate while the tutors take about 5 minutes to perform this task and give positive feedback wherever possible to reinforce the proper use of the technique.

Have groups share their results unless you are pressed for time (in which case, ask one group to volunteer).

OBJECTIVE

Tutors will review information on aspects of conversation management.

When you are talking with an ESL student, what considerations do you think should be made? What should you keep in mind?

Encourage tutors to brainstorm and write all responses on the blackboard. If it is necessary to get the responses started, offer a few items from **Handout #3 - Tips for Talking With ESL Students.**

Give out **Handout #3 - Tips for Talking With ESL Students.**

Now let's see how our list compares with the tips on this handout. You can add tips to the handout from our list on the blackboard.

Review the handout and encourage tutors to make notes on the back of the page.

Give out **Handout #4 - Visual Aids and Activities for Conversation.**

Look at the next handout. Take a minute to read through it.

Observe as the tutors read.

Does anybody have any additional ideas for visual aids to activities? Is there something you found to be successful in your experience with students?

As tutors offer comments, encourage tutors to add new ideas to the handout.

The handout I am about to give you lists the differences in conversation patterns between English speakers and Athabaskans. A similar comparison could be drawn for speakers of any other two languages. Don't underestimate the impact of culture on every aspect of language and communication.

Give out Handout #5 - Cultural Influence on Conversation Patterns.

We've looked at several aspects of conversation management including listening skills, questioning techniques, the use of visual aids, and activities which facilitate conversation. I hope that these techniques will help you have many fascinating conversations with your students.

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HIERARCHY OF QUESTIONS
from easiest to more difficult

1. Do you like tacos? (yes/no)

2. Do you like tacos or enchiladas better? (Choice: this or that)

3. Where can you get a good taco? (Wh-question)

   What is in tacos?

   How much does a taco cost?

4. Why do you think tacos are so popular in America? (Why-question)

Do try to get learners to reach the "why" question, but be prepared to answer it yourself.

TUTOR TRAINING GUIDE
CONVERSATION SKILLS
Handout #2

"FREIRE" DISCUSSION TECHNIQUE

LOOK AGAIN PICTURES, © 1981 by The Alemany Press, Hayward, CA. Permission granted to reproduce for classroom use.

Content

Where are these people?
Who are they?
What are they doing?
What is happening in the picture?
What time is it?

Feeling Questions

How does the old lady feel? Why?
How does the man carrying groceries feel? Why?
How does the bus driver feel? Why?
How does the man getting elbowed feel? Why?

Relate to Personal Experiences

Have you ever ridden a bus? Where? What happened?
Did you carry your groceries on the bus?
Has anyone ever bumped into you on the bus? What happened?

"FREIRE" DISCUSSION TECHNIQUE (continued)

Larger Perspective, Global/Societal

Why do people take the bus?
Why are buses crowded?
Who rides the bus? Why?
What other means of transportation are there?

Solutions

What can be done to relieve overcrowding on the bus?
How can we meet the transportation needs of elderly and handicapped people?
How can our transportation system be improved?

"FREIRE" DISCUSSION TECHNIQUE PART TWO

The Questioning Sequence:

1. Content questions

Students describe the content of the visual, dialogue, video, poem, etc.

2. Feeling questions

Students describe the feelings of the characters and in doing so define the issue or the problem.

3. Relating the situation to the student's situation

"FRIERE" DISCUSSION TECHNIQUE (continued)

4. Describing how the personal experiences fit into a larger perspective

The student's past experiences, in other cities, programs, in their country, in the refugee camps, etc.
The social and cultural reasons of an issue -- viewing the issue on a larger scale.
The causes of this situation.
Who gains from this situation? Who loses? Who makes the decisions? Who/how started it this way?

5. Varied, possible solutions to the problem, elicited from the students

What can the people with this problem do?
How can the situation be improved?
What changes in the system might improve the situation? How can we affect these?
What are the consequences of the different solutions?

TIPS FOR TALKING WITH ESL STUDENTS

Don't focus on the language.

Instead focus on the meaning of what is being said. If communication is your goal, have activities planned that get your student talking about something that is important to her/him.

Anything that helps communication "goes".

Pictures, games, field trips, food . . . . .this is your chance to be creative.

Don't worry about errors.

Focus on communicating - not error-free speech.

Laugh a lot!!!!

Humor eases a tense situation and makes language learning much more fun.

Try to be quiet. Wait at least 5 seconds after asking a question.

This is tough because in our culture we are uncomfortable with silence. Don't do all the talking.

Teach your student to ask questions.

Let the student control the conversation.

Don't speak more loudly.

Try to speak more distinctly and slowly.

Try rephrasing.

If a student doesn't seem to understand, rephrase and repeat.

Ask students what they have understood.

Use what was understood as a base for rephrasing what was not understood.

Don't be afraid to tell students you don't understand.

Tell what you have understood and where you got lost. Ask clarification questions.

Go from known to unknown. Simple to complex.

Focus on interests the student has.

Students are encouraged when you take an interest in their country and culture. Cultural comparisons are fascinating and instructional.

VISUAL AIDS AND ACTIVITIES FOR CONVERSATION

WHAT IS THIS?

How can we ensure understanding, convey meaning, and break the barriers to communication?

(Answer) Select visual aids and activities which provide:

REALISM - if the real object is not available, get a photograph showing the object in context, even drawings in context are better than an isolated object.

CONTEXT - show the object or do the activity within the normal circumstances which surround it.

Selection of Visual Aids

PICTURES - Look for photographic quality, color, and good size.
- Look for pictures which show people in a variety of circumstances.
- Look for pictures that tell a story - the answers to questions WHO, WHAT, WHEN, WHERE, HOW should be obvious in the picture.

PHOTOGRAPHS - Look for good quality, color, good size, people and a story.

NEWSPAPER ARTICLES - Look for illustrations such as photos, graphs, charts, etc. which accompany articles or tell a story by themselves.

MAPS - Look for maps of the world, the U.S., Oregon, your community and your student's country. Maps are best in color and of a good size.

CARTOONS -Look for quality of image, color, and size. Most important is to avoid racist, sexist stereotypes often found in cartoons. Also avoid idiomatic expressions unless you are teaching idioms.

CHILDREN'S BOOKS - Look for classic stories with high quality pictures.

VISUAL AIDS AND ACTIVITIES (continued)

Where to find visual aids

MAGAZINES - National Geographic, Life, Refugees etc. Look at second hand stores, ask friends, go to the library.
NEWSPAPERS - U.S.A. Today has good graphics
PHOTOGRAPHS - your own, your student's photos
MAPS - AAA
CARTOONS - newspapers, cartoon books, magazines
CHILDREN'S BOOKS - your children, your friend's children, library

Activities which promote communication

GAMES - Card games - Teach American games like "Old Maid", "Gin Rummy" or "Cribbage". Have your student teach you a card game.
Bingo - make up bingo game with different vocabulary, draw a grid on paper for the game.
Simon Says - Give students instructions (i.e." Touch your toes.") and when student responds correctly comprehension is ensured. Reverse roles.
Password, Scrabble, Backgammon, Pictionary

GUIDED IMAGERY - You lead the imagery, which can be as simple or difficult as your student can handle. After imaging, both of you can draw a picture of what you visioned and talk about it.

FIELD TRIPS - Take your student to the library, museums, downtown, grocery store, hardware store, pet shop, zoo, concert, gardens, etc.

SORTING - Give your student objects or pictures of objects which they must sort into categories. Talk about the categories and how they were selected.

BOX OF STUFF - Bring a box of everyday or culturally interesting items. Student selects item and must describe it or talk about it for one minute or make 3 to 5 sentences about the object chosen. Someone describes an object and the other person has to pick it up based on the description. Have students bring object box.

CULTURAL INFLUENCE ON CONVERSATION PATTERNS

What's confusing to English Speakers about Athabaskans?

They do not speak.
They keep silent.
They avoid situations of talking.

They only want to talk to close acquaintances.
They play down their own abilities.
They act as if they expect things to be given to them.
They deny planning.

They avoid direct questions.
They never start a conversation.

They talk off the topic.

They never say anything about themselves.
They are slow to take a turn in talking.
They ask questions in unusual places.

They talk with a flat tone of voice.
They are too direct, inexplicit.

They don't make sense.
They just leave without saying anything.

What's confusing to Athabaskans about English speakers?

They talk too much.
They always talk first.
They talk to strangers or people they don't know.
They think they can predict the future.
They brag about themselves.
They don't help people even when they can.
They always talk about what's going to happen later.
They ask too many questions.
They always interrupt.

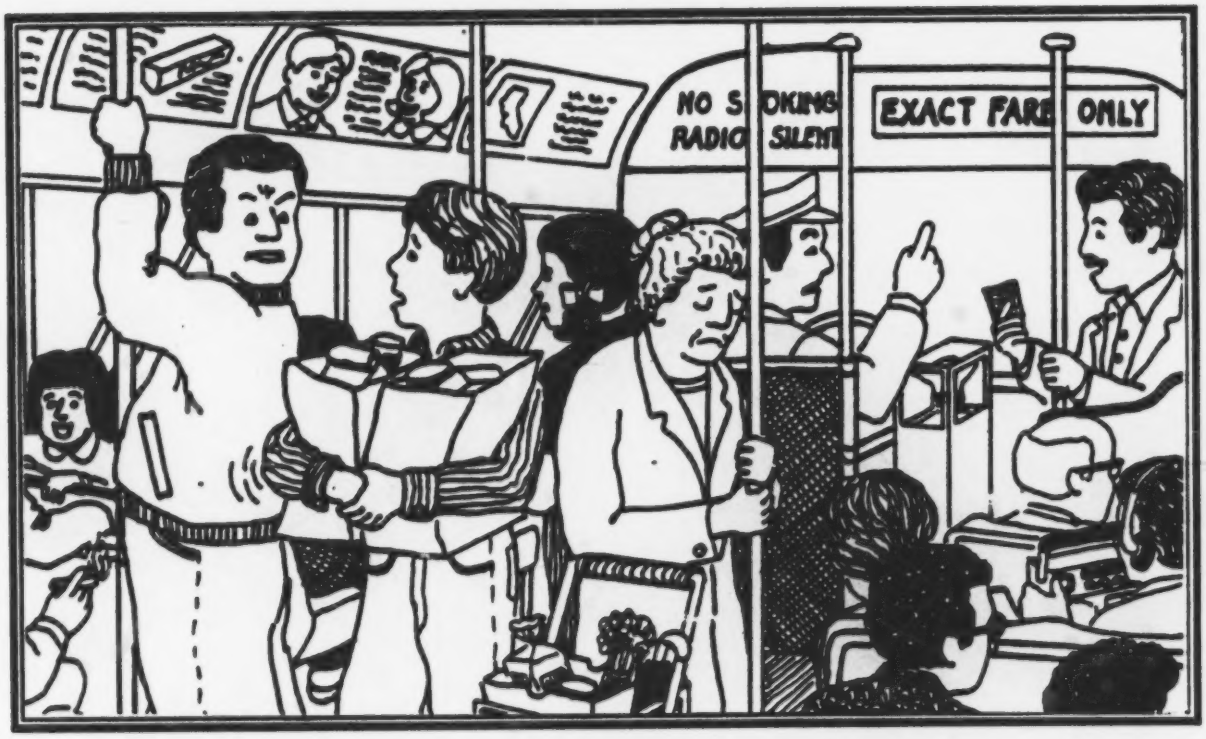
They only talk about what they are interested in.
They don't give others a chance to talk.

They are always getting excited when they talk.

They aren't careful when they talk about things or people.

(Scollon and Scollon, 1979)

RIDING ON THE BUS



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OUTLINE OF MODULE

TITLE: PRONUNCIATION

GOAL: To train tutors to improve the pronunciation of ESL students so that the ESL students become more intelligible and are able to monitor their own pronunciation.

OBJECTIVE #1 Tutors will diagnose specific pronunciation problems of a student.

Handout #1 - At the Doctor's Office
Overhead #1 - At the Doctor's Office
Cassette tape of student

TIME: 15 minutes

OBJECTIVE #2 Tutors will identify strategies to help students improve their pronunciation based on specific problems the student has with individual sounds.

Handout #2 - Minimal Pair Exercises

TIME: 30 minutes

OBJECTIVE #3 Tutors will recognize stress patterns in English.

Handout #3 - Recognizing Stress Patterns
Overhead #2 - Recognizing Stress Patterns

TIME: 10 minutes

OBJECTIVE #4 Tutors will learn ways that they can expand on a pronunciation lesson.

Handout #4 - Bibliography

TIME: 5 minutes

MODULE PREPARATION CHECKLIST

SEVERAL DAYS BEFORE YOU PRESENT YOUR WORKSHOP:

1. Review:

- ☐ "How to Use This Guide" section of the **TUTOR TRAINING GUIDE.**
- ☐ the entire PRONUNCIATION module, including handouts, overheads and cassette tape. Practice your presentation on family or friends or in front of the mirror.

2. Visit the site.

- ☐ Is there adequate seating for the number of participants you expect?
- ☐ Are there tables which you can use?
- ☐ Can you move the furniture or must you use the room as it is arranged now?
- ☐ Where are the electrical outlets? Will you need an extension cord?
- ☐ Is there an overhead projector, a cassette tape recorder, and a blackboard or flip chart (including chalk, eraser, or markers) available for use the day of your presentation? If not, arrange for them to be there.

3. Prepare handouts. You may want to do each separate handout in a different color for ease in referring to them during the presentation.

- ☐ Copy single page handouts.
  Handout #1
  Handout #4
- ☐ Copy, collate and staple multi-page handouts.
  Handout #2
  Handout #3
- ☐ Collate handouts into packets and fasten them with large paper clips or put them in folders.

4. Obtain needed materials, props, etc.

- ☐ For this lesson you will need a large rubber band.

MODULE PREPARATION CHECKLIST (continued)

5. Check overheads.

- ☐ Are your transparencies clear and easily readable? If not, use the masters provided in the module to make new ones.
- ☐ Optional: tape transparencies to cardboard frames if desired (see "How to Use this Guide" for instructions on this step).
- ☐ Provide yourself with blank transparency sheets if you wish to write on the transparency during your presentation. Cover the transparency with a blank sheet and write on that to protect the original.

6. Refreshments (optional)

- ☐ Arrange for refreshments if you so desire.

THE DAY OF THE WORKSHOP. Arrive early enough to:

- ☐ Arrange the tables and chairs.
- ☐ Set up and plug in overhead projector, taping extension cord to the floor if necessary. Turn on and adjust focus on the projector (see "How to Use this Guide" for specific instructions for this procedure).
- ☐ Place **Overhead #1** on the overhead projector, focus it and turn off machine.
- ☐ Set up and plug in cassette player, adjusting volume and setting tape at the appropriate starting point so you're ready to turn it on during the presentation. Turn off cassette player.
- ☐ Set out handouts so they are ready to be distributed.
- ☐ Set out your text and notes on the lecturn or table from which you will speak.
- ☐ (optional) Set up refreshment table.

If time allows, take a few minutes to sit and collect yourself before the participants arrive. Then, relax and enjoy your presentation.

Explanation of Terms for the Trainer

/ / slash marks around a letter represent an individual sound.

ĕ above a vowel represents a short vowel sound.

ē above a vowel represents a long vowel sound.

Tense vowel - when the vowel sound is made, the mouth becomes tense (ex. e as in week)

Relaxed vowel -when the vowel sound is made, the mouth is relaxed and barely moves (a as in what)

Minimal pair - two words which have only one sound difference between them
examples: bit/bat - difference is in vowel sound
hat/fat - difference is in beginning consonant sound
sit/sip - difference is in ending consonant sound

Stress - the degree of loudness that a syllable within a multisyllable word has or that a word within a phrase or sentence has. Stress is usually indicated by ´ above the vowel in a stress syllable (ex. togéther).

OBJECTIVE #1

Tutors will be able to diagnose specific pronunciation problems of a student.

In order to improve a student's pronunciation, it is very important to first diagnose what that student's specific problems are.

Give out **Handout #1 - At the Doctor's Office** and turn on **Overhead #1 - At the Doctor's Office.**

A student from Argentina recorded the dialogue that you have in front of you. I'm going to play the dialogue two times. I want you to circle the parts of words where he has pronunciation problems. Let's do the first line together.

Turn on tape recorder and play the first line of the dialogue.

Did you notice any pronunciation problems?

Elicit responses from tutors until someone mentions the pronunciation of "miserable" and "doctor".
Give positive feedback when you get the responses you're after.

Right! You noticed that this student mispronounces the i in miserable in the first line of the dialogue, so let's circle that letter.

Demonstrate by circling the i in "miserable" on **Overhead #1.**

What other errors is he making in this first line?

Responses will vary.

On the overhead, circle those errors that the tutors mention.

Now I'm going to play the entire dialogue two times. See if you can circle the errors that you hear.

Turn on the tape recorder and play the first two dialogues on the tape.
Circulate around the group and give praise when they are "on track".
Assist those tutors who are having trouble.

Now, I want you to compare your markings with the person sitting next to you.

Watch to make sure everyone has a partner. If there is an uneven number, make one group of three.

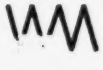
How did you do?

Responses will vary but may include:
We found different errors.
We noticed the same errors.

Now I'm going to play the tape again and you should recheck your markings.

Turn on the tape recorder and play the third dialogue on the tape.

Now, let's go through the dialogue together and I'll mark the errors on the overhead. What did you notice about the second line of the dialogue?



Responses will vary but should include:
He mispronounced "Mister" and "Smith".

Yes, the short i sound in "Mister" and "Smith" are pronounced as the long e sound.

On the overhead, circle the i's in those words. Continue through the dialogue, emphasizing those errors where the student says / ē / for / ĭ /, as in "Smith" and "hip". Don't get too detailed. This exercise is mainly one of awareness of errors that students make.

After you complete the analysis of the dialogue, play the final dialogue on the tape.

Why do pronunciation errors occur?

First of all, many second language learners don't realize that letters are pronounced differently in different languages. The letter b in English, for example, is pronounced differently from the letter b in Spanish. In Spanish, it is more of a / v / sound.

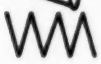
Also, English spelling patterns are not phonetic. That is, there is not a one-to-one correspondence between letters and sounds. The letter o, for example, is pronounced differently in "hot", "done", and "women". This can be very confusing for someone learning English.

Sometimes a sound will be present in English and not in the student's first language. The short i sound, /ĭ/, is not present in Spanish. That is why the student on the tape pronounced /ē/ for /ĭ/.

Sometimes a sound in English is close to a sound in the student's first language, but not exactly the same. In English, when we say the /t/ sound, we release it with a puff of air. Let me show you how that happens. Everyone, put your hand up in front of your mouth and say tea.

Demonstrate putting your hand in front of your mouth and saying the word, tea.
At the same time, watch that the tutors also do the motion.

Did you feel the puff of air?



The tutors should nod or say yes.

In Spanish, a puff of air is not released. The word "te", which is tea in Spanish, is said without the air. It almost sounds like a d. So, this can cause communication problems.

Finally, two sounds in English may be like one sound in the first language. In Japanese, the sound for the letter r is close to the /l/ and /r/ in English. Japanese speakers will tend to say either the /l/ or the /r/ sound. This results in "flied lice" for "fried rice".

Write on the blackboard the letters /r/ and /l/. In between them, put an arrow like this:

/r/ ↑ /l/

So, now that we've diagnosed the problems that your student has, I'll give you some strategies for teaching to improve a student's pronunciation.

Write on the blackboard: "Listening before Speaking"

As in other areas of teaching ESL, it is important to give the student listening practice before speaking the words. This is especially important with pronunciation. You have to hear the sounds before you can say them. So, each pronunciation lesson should be sequenced so that listening comes before speaking.

Write on the blackboard: "Motivation"

Students have to be motivated to change their pronunciation. It is a very difficult process, both physically and mentally. Muscle control is involved, so your mouth gets very tired. Also, the whole idea of cultural self-image is involved. Some language learners think that if they sound more American, then they will lose their own culture.

Write of the blackboard: "Strive for Understandability"

Students will probably never achieve native-like pronunciation. This is not your goal. Instead, strive for them to be understood clearly by others.

Write on the blackboard: "Rapport"

Tutoring can be very effective in pronunciation improvement because you can build a relationship with your student. A student will not be afraid to take risks if they have confidence in you. What would be very stressful in front of an entire class will not be so with a tutor.

OBJECTIVE

Tutors will learn strategies to help students improve their pronunciation based on specific problems the student has with individual sounds.

What follows is a very useful new idea. Be sure the tutors are all with you before you present it.

I'm going to introduce you to the concept of minimal pairs. A minimal pair is a pair of words which differ from one another in only one sound. For example, the words "pan" and "fan" are a minimal pair.

Write the following on the blackboard:

/p/	/f/
pan	fan

We can add more words to this list.

Write the words "pair, fair, pour, for, cup and cuff on the blackboard under the correct letters. Your list should now look like this:

/p/	/f/
pan	fan
pair	fair
pour	for
cup	cuff

These words all differ by the sounds / p / and / f /. Notice that I put the sound of the letter in slash marks. This is to show that these are sounds, not letters. These are minimal pairs that differ by consonants. The student that we diagnosed earlier had problems with the vowels /i/ and / e /. So, we can make lists of minimal pairs that differ by those sounds.

Write on the blackboard:

List 1	List 2
/ĭ/	/ē/
bit	beat
pick	peak
lip	leap

Here are some words which differ by the sounds / i / and / e /.

Give out **Handout #2 - Minimal Pair Exercises.**

Now, I want you to work with your partner and add more words to these lists. Under Part 1 on your handout, add those words to the list that is already started.

Circulate around and facilitate the pair work. Give praise when tutors are "on the right track". Let tutors work for 2 or 3 minutes.

Now, tell me some of the words that you came up with and I'll write them on the board.

Call on pairs to give you two or three pairs of words. Check for accuracy and then write those words on the blackboard.

Now that you have your list generated, I'm going to show you how to teach a pronunciation lesson that is geared toward these sounds.

Remember, listening comes before speaking. Students have to hear the difference before they can say the difference. The sequence that I'm going to show you is listed on **Handout #2, Part 1.** First, you pronounce all of the words in List 1.

Say the words in List 1, indicating each word with your hand.

Next, you contrast the words. Say a word from either List 1 or List 2 and then say its minimal pair.

Say a List 1 word, then its List 2 counterpart. Then say a List 2 word, and its List 1 counterpart. For example, say "bit - beat", then say "peak - pick". Go through about 6 pairs.

The next step is for the student to tell you what sound a word contains. You say a word and the student holds up one finger for sound #1 and two fingers for sound #2. Now, let's practice that right now. I'll say a word and you hold up one or two fingers.

Say words from List 1 and List 2.

The tutors will hold up the appropriate fingers. If they are having problems, review the instructions or give whatever other help is necessary for them to understand the concept.

Good job!! Now, the next step is a little more difficult. I'm going to say two words. If they are the same, like "bit " and "bit", put your thumb up.

Demonstrate by holding your thumb up.

If the words are different, like "pick" and "peak", put your thumb down.

Again, demonstrate by putting your thumb down.

Now let's practice. I'm the tutor and you're the student. "pick - pick" "seek - sick" (Continue saying words from the list).

Observe the responses the tutors give with their thumb signals. This should be a lively activity accompanied by laughter.

Did you notice how hard it was to coordinate your hands with what you heard?

Tutors will nod or say yes.

This is a way to integrate the right and left brain. If the student has to do a physical action, it will reinforce the learning that is going on in the brain.

The last activity in listening practice is even more difficult. Notice how I sequenced activities from easy to more difficult. I'm going to say three words. One of the words is different from the other two. You tell me, with your fingers if number one, two, or three is different from the others. For example, if I say "pick, pick, peak", you will hold up three fingers. Ready? "bit - beat - bit.

Tutors should hold up two fingers.

"leap - lip - lip"

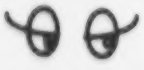
Tutors should hold up one finger.

Continue on for two or three more groups of words. Check for accuracy with the tutors. If some are having trouble, explain the directions again. Be sure to give lots of praise when they do the activity correctly.

Now, I'm going to give you a little practice with this exercise. You will be working with your partner again. One will take the role of tutor and the other will take the role of student. Practice exercises 5, 6, and 7. Then, when I tell you, you will switch roles.

Circulate, observe and facilitate this process. Some tutors will need assistance. Give them about 5 minutes or until most have finished exercise 7.

O.K. Now, let's switch roles. The tutor becomes the student and the student becomes the tutor.



Circulate and observe again, facilitating as necessary. Give them 5 minutes or until they've mastered these exercises.

Well done!! Are there any questions so far?

Allow for questions, answers and discussion as necessary.

Now that your student has mastered the listening portion of the exercise, you can move to Part 2, the speaking portion. Make sure that they can hear the differences before you move on to this part.

First, have the student repeat the words after you. Go through List 1 and then List 2. The student should repeat each word after you do.

Next, contrast the words. Say a List 1 word, have the student repeat it, then a List 2 word.

What are the differences in your mouth when you say these words; "sit, seat, lip, leap, pick, peak"?

Responses may vary but should include:

#2 words are more tense
#2 words are said with a smile
#1 words are relaxed
#1 words your jaw is lower

The main difference in your mouth is that the / ē / is a tense vowel, while the / ĭ / is a relaxed vowel. At this point, you should discuss this with your student. I like to use a rubber band to illustrate the difference.

Use your rubber band. Pull it tight for / ē / words and don't pull it for ĭ / words. Repeat some of the words on each list in contrast, using the rubber band to illustrate.

The next exercise is a little more difficult. The tutor says a List 1 word and the student says the opposite word from List 2. If I say "beat", you will say "bit".

How about "leap"?

Tutors should respond with "lip".

If they don't, then point to "beat", then to "bit" on the blackboard.

"sin"

Tutors should say "seen".

At this point, you can give your student practice being the teacher. Have them do the exercises in 5 and 6. This time, you have to give the opposite word or tell if the words are the same or different. Now you're moving away from repetition exercises into free speech.

The next step is to have the student repeat longer portions of speech that have these words in them.
"Please eat it." "It's in my hip." Then, the student reads these portions of speech without repeating.

Prepare tutors for a new topic by being sure they have concluded with questions about the preceding concepts before going on.

OBJECTIVE #3

Tutors will learn how to teach stress patterns in English.

In addition to individual sounds that the students have problems with, you can also teach your student about stress patterns. Stress is the degree of loudness that a syllable in a word has. In the English language, there are no exact rules to follow to predict where the stress lies in a word. So, how does a student learn where to stress a word? What resource does he have?

Responses will vary but should include:

He can use a dictionary.
He can ask someone to say a word.

The following is an important resource idea, be sure your tutors are with you.

The best source for a student is a dictionary. Teach your student how to use the pronunciation guides in a dictionary. Each dictionary is different, but they all have an explanation of pronunciation guides in the introduction. We can really see the importance of stress when we look at words whose meaning is different depending on where the stress lies.

Put **Overhead #2 - Recognizing Stress Patterns** on the overhead projector and give out the matching **Handout #3 - Recognizing Stress Patterns.**

The words in the first column are nouns, because the stress is on the first syllable. The words in the second column are verbs because the stress is on the second syllable. Compare "cónflict" and "conflíct". The conflict occurred because we conflicted in our beliefs.

I'm going to say a word from one of these columns. You tell me whether that word is a noun or a verb. Ready?

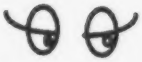
"cóntest"

Tutors should say "noun".

Good! Now, condúct.

Tutors should respond "verb".

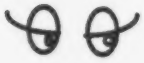
Good. Now, let's practice this with your partner. One person is the tutor and one is the student. The tutor should say a word from one column, and the student tells whether it is a noun or a verb. Any questions?



Observe the group while you wait for questions. If there are any questions or even blank looks, explain the exercise again. Perhaps give more examples.

Circulate, observe and facilitate the exercise. Give the tutors about 3 minutes.

O.K. Now, let's switch roles. The tutor is the student and the student is the tutor.



Observe again while you circulate. Allow about 3 minutes.

Good job! Now, we also stress words in sentences. Some words receive more stress than others. Look at Part 2 of your handout.

Indicate Part 2 on the overhead.

I'm going to say the following phrases twice. Mark the stressed words on your paper.

Read the phrases in Part 2, stressing the content words.

Now, which words were stressed in "Sílence is gólden?"

Tutors should say "silence" and "golden".

Mark the stress over those words on the overhead.

Which words were stressed in "Hónesty is the best pólicy?"

Tutors should respond, "honesty" and "policy".

Continue with the other phrases, emphasizing the stress of content words.

What kind of words did we stress in these phrases?

Responses will vary, but should include:

nouns
verbs
important words
words which have meaning

We usually stress content words in sentences, words which carry meaning. Sometimes these words are called full words. These words are nouns, verbs, adjectives, and adverbs. What kind of words didn't we stress?

Responses will vary, but should include:

little words
articles
prepositions
pronouns
helping verbs (be and have)
conjunctions (and and or)

These words are called function words or empty words. They serve a grammatical function and don't carry meaning. So, we stress full words and don't stress empty words. Now, I'm going to read the limerick in Part 3. Notice how the full words are stressed and empty words aren't.

Read the limerick, stressing the full or content words.

Proverbs and limericks are useful because they can provide a glimpse of American culture. Sometimes a student will tell you proverbs from his own culture.

Another way to work on stress is to have your student tape something that he reads. Then you go over the script with him and mark the stressed words. In fact, taping the entire pronunciation lesson will be beneficial. The student can then play it back at other times and reinforce the lesson.

OBJECTIVE #4

Tutors will learn how to expand on a pronunciation lesson.

Now you've learned a couple of strategies to teach pronunciation: minimal pairs and stress practice. This is just the tip of the iceberg. There are many other strategies that improve a student's pronunciation. I'm going to give you a bibliography that lists some sources for further study.

Give out **Handout #4 - Bibliography.**

It is important to review the previously learned material when you meet with your student. Have a mini lesson, two or three minutes long, when you first meet with your student. Then, when the student mispronounces a sound that you've studied, remind them. Say, "remember the short i sound?" This teaches them to monitor their own pronunciation.

Also, keep the lesson short. Ten minutes is best, no longer than fifteen minutes. Students get very tired working on pronunciation. Their mouths actually hurt. Remember, these lessons may be easy for you, but they are very difficult for the student.

Are there any final questions?

Wait for responses. Answer them if possible.

AT THE DOCTOR'S OFFICE

Patient: "I feel miserable, Doctor."

Doctor: "What is it, Mr. Smith?"

Patient: "I think it's my hip."

Doctor: "Hmmm."

Patient: "I twisted it yesterday."

Doctor: "Let me examine it. Hmmm."

Patient: "What is it, Doctor?"

Doctor: "This is very serious."

Patient: "Really?"

Doctor: "I'm giving you a complete physical and an injection."

Patient: "Injection? Where?"

Doctor: "In your hip."

Patient: "Oh, please give me some pills instead."

Doctor: "Take it easy Mr. Smith. This is for your own good."

Patient: "Ouch!"

MINIMAL PAIR EXERCISES

Part 1. LISTENING

1. Make a list of words which differ by one sound.

List 1 /ĭ/	List 2 /ē/
bit	beat
pick	peak
lip	leap

Complete this list with your own words.

2. Pronounce all the words in List 1.

3. Pronounce all the words in List 2.

4. Pronounce List 1 word, then List 2 word.
   bit - beat
   pick - peak
   lip - leap

5. Tutor says a word, student tells what sound it is.
   Tutor: bit — Student: holds up one finger
   Tutor: peak — Student: holds up two fingers

6. Tutor says two words from the lists, student tells if they are the same or different - thumb up or thumb down.
   Tutor: bit, bit — Student: thumb up
   Tutor: pick, peak — Student: thumb down

7. Tutor says three words, two of which are the same, student tells which word is different - 1, 2, or 3.
   Tutor: pick, pick, peak — Student: 3
   Tutor: bit, beat, bit — Student: 2

MINIMAL PAIR EXERCISES (continued)

Part 2. SPEAKING

1. Tutor says all words from List 1, student repeats words one by one. Tutor says all words from List 2, student repeats words one by one.
   Tutor: bit — Student: bit
   (rest of List 1)
   Tutor: beat — Student: beat
   (rest of List 2)

2. Tutor pronounces List 1 words and List 2 words in contrast.
   Tutor: bit — Student: bit
   Tutor: beat — Student: beat
   Tutor: peak — Student: peak

3. Tutor and student discuss physical differences in the mouth.
   / e / is a tense mouth and / i / is a relaxed mouth.

4. Tutor says List 1 or List 2 word, student says word from opposite list.
   Tutor: bit — Student: beat
   Tutor: peak — Student: pick

5. Student takes role of tutor and repeats above exercises.
   Student: bit — Tutor: beat
   Student: peak — Tutor: pick

6. Student plays role of tutor as in exercises 6 and 7.
   Student: bit, bit — Tutor: same
   Student: peak, pick — Tutor: different

   Student: bit, bit, beat — Tutor: 3
   Student: leap, lip, leap — Tutor: 2

7. Tutor says longer portions of speech, student repeats.
   Tutor: Please eat it. — Student: Please eat it.

8. Student reads longer portions of speech without prompt from the tutor.

RECOGNIZING STRESS PATTERNS

1. Words which differ in meaning (noun or verb) depending on the stress.

Noun	Verb
cónduct	condúct
cónflict	conflíct
cóntest	contést
cóntract	contráct
cóntrast	contrást
íncrease	incréase
ínsert	insért
ínsult	insúlt
pérmit	permít
prógress	progréss
prótest	protést
rébel	rebél
récord	recórd
súspect	suspéct

RECOGNIZING STRESS PATTERNS (continued)

2. Mark the stress in these sentences and phrases.

Silence is golden.

Honesty is the best policy.

Truth is stranger than fiction.

A penny saved is a penny earned.

an apple a day

to tell the truth

3. Limericks for stress practice.

A student was sent from Tacoma
Intending to earn a diploma.
He said, "With the rain,
I don't want to remain.
I think I'd prefer Oklahoma."

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AT THE DOCTOR'S OFFICE

Patient: "I feel miserable, Doctor."

Doctor: "What is it, Mr. Smith?"

Patient: "I think it's my hip."

Doctor: "Hmmm."

Patient: "I twisted it yesterday."

Doctor: "Let me examine it. Hmmm."

Patient: "What is it, Doctor?"

Doctor: "This is very serious."

Patient: "Really?"

Doctor: "I'm giving you a complete physical and an injection."

Patient: "Injection? Where?"

Doctor: "In your hip."

Patient: "Oh, please give me some pills instead."

Doctor: "Take it easy Mr. Smith. This is for your own good."

Patient: "Ouch!"

RECOGNIZING STRESS PATTERNS

1. Words which differ in meaning (noun or verb) depending on the stress.

Noun	Verb
cónduct	condúct
cónflict	conflíct
cóntest	contést
cóntract	contráct
cóntrast	contrást
íncrease	incréase
ínsert	insért
ínsult	insúlt
pérmit	permít
prógress	progréss
prótest	protést
rébel	rebél
récord	recórd
súspect	suspéct

RECOGNIZING STRESS PATTERNS (continued)

2. Mark the stress in these sentences and phrases.

   Silence is golden.

   Honesty is the best policy.

   Truth is stranger than fiction.

   A penny saved is a penny earned.

   an apple a day

   to tell the truth

3. Limericks for stress practice.

> A student was sent from Tacoma
> Intending to earn a diploma.
> He said, "With the rain,
> I don't want to remain.
> I think I'd prefer Oklahoma."

OUTLINE OF MODULE

TITLE: TOTAL PHYSICAL RESPONSE (TPR)
(A technique for working with beginning ESL students).

GOAL: To provide tutors with a technique for teaching English to beginning and low-intermediate students. To demonstrate the flexibility of the TPR technique.

OBJECTIVE #1

Tutors will become familiar with Total Physical Response as a method of language instruction.

Handout #1 - Total Physical Response (TPR)

TIME: 5 minutes.

OBJECTIVE #2

Tutors will become aware of techniques of building vocabulary through TPR actions.

Various objects: plastic fruit, box, pencil, paper, book, etc.

TIME: 15 minutes.

OBJECTIVE #3

Tutors will develop a TPR lesson using an activity in sequence.

Overhead #1 - Washing Hands Sequence
Handout #2 - Washing Your Hands
soap, towel, picture of bathrom, picture of sink and faucet

TIME: 15 minutes.

OBJECTIVE #4

Tutors will become familiar with activities to follow-up a TPR lesson.

Overhead #2 - Individual Pictures
Handout #3 - Individual Pictures
oversized index cards
3"x5" index cards
individual pictures cut from sequence pictures

TIME: 25 minutes.

MODULE PREPARATION CHECKLIST

SEVERAL DAYS BEFORE YOU PRESENT YOUR WORKSHOP:

1. Review:

- ☐ "How to Use This Guide" section of the **TUTOR TRAINING GUIDE.**
- ☐ the entire TOTAL PHYSICAL RESPONSE module, including handouts, overheads, props and materials. Practice your presentation on family or friends or in front of the mirror.

2. Visit the site.

- ☐ Is there adequate seating for the number of participants you expect.
- ☐ Are there tables which you can use?
- ☐ Can you move the furniture or must you use the room as it is arranged now?
- ☐ Is there an overhead projector, a blackboard or flip chart (including chalk, eraser, or markers) available for use the day of your presentation? If not, arrange for them to be there.

3. Prepare handouts. You may want to do each separate handout in a different color for ease in referring to them during the presentation.

- ☐ Copy single page handouts.
  Handout #2
  Handout #3
- ☐ Copy, collate and staple multi-page handout.
  Handout #1
- ☐ Collate handouts into packets and fasten them with large paper clips or put them in folders.

4. Gather and prepare props and materials.

- ☐ Select objects such as plastic fruit, box, pencil, paper, book, etc. Adapt the text for **OBJECTIVE #3** to reflect the objects you chose.

MODULE PREPARATION CHECKLIST (continued)

☐ Gather props for OBJECTIVE #3, Washing Your Hands activity including soap, towel, picture of bathroom, picture of sink with faucet.

☐ Using large index cards (5" x8"), prepare word cards illustrated on page 13 (OBJECTIVE #4). The finished cards will look like this:

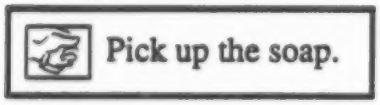
pick up	the	apple

put	the	apple	on	the	table

it

(If you elect to tape the word cards to the blackboard, be sure to provide yourself with tape).

☐ Using 5" high strips of white paper, paste on an individual picture from the Washing Your Hands sequence and write the corresponding directive next to it in large letters. Prepare two or three such props. The finished sequence picture/word strips will look like this:



5. Check overheads.

☐ Are your transparencies clear and easily readable? If not, use the masters provided in the module to make new ones.

☐ Optional: tape transparencies to a cardboard frames if desired (see "How to Use this Guide" for instructions on this step).

☐ Provide yourself with a blank transparency sheet in order to write on the transparency during your presentation. Cover the transparency with the blank sheet and write on that to protect the original.

6. Refreshments (optional)

☐ Arrange for refreshments if you so desire.

MODULE PREPARATION CHECKLIST (continued)

THE DAY OF THE WORKSHOP. Arrive early enough to:

- ☐ Arrange the tables and chairs.
- ☐ Set up and plug in overhead projector, taping extension cord to the floor if necessary. Turn on and adjust focus on the projector (see "How to Use this Guide" for specific instructions for this procedure.)
- ☐ Place **Overhead #1** on the overhead projector, focus it and turn off light.
- ☐ Set out handouts so they are ready to be distributed.
- ☐ Set out your text and notes on the lecturn or table from which you will speak.
- ☐ Set out objects, word cards and picture/word strips so they will be convienent when you need them during the presentation.
- ☐ (optional) Set up refreshment table.

If time allows, take a few minutes to sit and collect yourself before the participants arrive. Then, relax and enjoy your presentation.

OBJECTIVE #1

Tutors will become familiar with Total Physical Response as a method of language instruction.

SAY

First I will give you some background on a technique for teaching language called "Total Physical Response", commonly referred to as TPR. From a basic understanding of this technique you will be able to build activities and teaching strategies. This method is based on observations of how children acquire their first language. In your experience, at what age do babies begin to speak?

Responses will vary but may range from 9 to 24 months.

SAY

And what do you think precedes the first speech in babies?

Possible responses include:

mothers talk to them
they are listening and watching
people play with them

SAY

Yes. So when babies begin to learn speech, an important factor which precedes speaking is listening and comprehension. Active responses indicate to parents that the young child understands. Frequently parents speak to their babies through commands, such as "Come to Mommy.", "Give me your hand.", "Catch the ball.", and parents know their child understands by what the child does. At this point, there is no expectation that the child will repeat what the parent says, no demand of speech.

In adult learners, the same premise holds true. The TPR method begins with a command form and the student responds by doing with no expectation (on the teacher's part) of speaking yet. In TPR, commands are given rapidly and are clearly demonstrated by the teacher so the language is completely comprehensible to the student and the student is able to do what is said. In TPR the teacher first demonstrates the action related to the spoken word.

SAY

Demonstrate and say the following simultaneously:

say	do
sit down	(sit down)
stand up	(stand up)
turn around	(turn around)
walk, stop, etc.	(demonstrate all)

The directives are first demonstrated by the teacher. Then the student does the activity with the teacher. Finally the student does the activity alone as the teacher gives the command. The directives are given at normal speed. At this stage the student is not speaking and should not be compelled to speak (but may, if they want to). Speaking usually comes spontaneously when the student does not feel self-conscious about pronunciation or feel that they are watched by everyone. This method should put the student at ease, not cause anxiety.

Give out **Handout #1 - Total Physical Response.**

This is a short summary of what TPR is. Take a minute to read through the handout now.

Observe while tutors read the handout for about 2 minutes.

OBJECTIVE #2

Tutors will practice techniques of building vocabulary through TPR actions.

We've talked a bit about TPR. Now, let's practice using it as you would with a very beginning student to build vocabulary.

If you have a small group have the tutors stand up and gather around the table where you have put a variety of objects (suggested objects include plastic fruit, box, pencil, paper, book, etc.).
If the group is too large to gather around, be sure your table is visible to everyone present.

Suppose you have been using the directives of "pick up" and "put down" in the last lesson. How might you use these objects to practice these directives?

Possible responses include (the objects will , of course, vary depending on what you use):

Pick up the apple.
Pick up the banana.
Put down the orange.
Put down the apple.

Yes, and if you want to combine actions, you can say, "Pick up the apple and the banana." "Put down the apple and pick up the pear." To introduce new vocabulary, what other actions can you add to previous directives which would create additional activities?

Responses will vary, but may include:

Give me the apple.
Put the apple in your right hand.
Roll the apple.
Put the apple on the floor.

That's right. You can add just about any 'do-able' (or even silly) actions as long as you remember with beginning students to keep it simple. Adding a surprise directive adds interest and fun and certainly can test true comprehension. If a student laughs, it is clear that they understand.

Let me demonstrate for a few minutes from a typical lesson.

Ask for a volunteer to participate. Place objects on a table where everyone can see them.

Follow this sequence:

1. Trainer gives command and does action, trainee watches.
2. Trainer gives command, both trainer and trainee act together.
3. Trainer gives command, trainee acts alone.

Here are some possible commands:

Pick up the apple.
Pick up the orange.
Pick up the banana.
Put the apple on the chair.
Put the orange on the box.
Put the banana on the table.
Put the apple under the chair.
Put the orange in the box.
Touch the box.

Thank the volunteer and have everyone sit down.

How are you going to remember everything you said and did? How are you going to avoid long pauses between directives while you think of the next directive?

Possible responses might include:

keep notes
Write it down.

That's right. You'll find it necessary to write everything down, to write a script for yourself before you start. In this way, you'll have a record for the next lesson of what you did previously, so you can review and build on it, and so you won't be stuck for what you're going to say next. Everytime you meet with your student, you should first review what you previously did and then build new vocabulary from there. Although you may teach many new vocabulary items throughout the course of one lesson, introduce only 3 new items at any one time. In this brief demonstration you heard the following actions (or verbs).

Write on the blackboard as you say:

pick up
put

And the following objects (or nouns):

Write on the blackboard as you say:

apple
banana
orange
pear
box
chair
table

You also heard the following prepositions:

Write on the blackboard as you say:

on
under
next to

And also:

Write on the blackboard as you say:

the
and

So, for the next lesson you have with your student you can plan the beginning of the script you would use to review the old lesson. After the review, here are some examples of new vocabulary you might introduce:

Write on the blackboard as you say:

book	scissors	cup	bowl
in	between	on top of	slide
roll	throw	give	open, close

To give you some experience in planning a lesson, you and a partner will plan the beginning of the lesson which could follow our demonstration lesson. Choose a partner with whom you will write a list of 10 commands you would teach your student based on the previous lesson and incorporating some of the new vocabulary words. Take a few minutes now to find a partner and do the exercise.

Observe as the tutors choose partners, intervening if necessary to be sure everyone has someone to work with. If there is an uneven number of participants, create a group of 3. Allow about 3 minutes after the pairs are selected for the task to be accomplished.

Now, one person be the student and the other be the tutor. Practice teaching the commands you've planned for this lesson.

Observe for another 3 minutes while the participants do the exercise. Circulate and give added instruction and/or encouragement while the tutors work.

This has given you some experience in developing and expanding vocabulary, building on former sessions with students. It's important to keep a record of what you have covered so you can constantly reinforce previous learning as you introduce new vocabulary. Do you have any questions about this part of the workshop?

Discuss any questions or comments that arise. Share what experiences they had during the planning and practicing of the lesson.

You will notice that the student will start to spontaneously talk. As this occurs, turn the table and have the student direct your action. This will give the student an awareness that they are communicating in a comprehensible fashion and that their speech promotes an action on your part.
This will provide them with immediate and very real positive reinforcement. It also makes your student aware that they are an active partner in their learning.

OBJECTIVE #3

Tutors will develop a TPR lesson using an activity in sequence.

When students are able to respond to a simple sentence directive as we just did, and are also probably speaking, the next step is a sequence of related actions which perform a task. For example, the activity of washing your hands is a performance task.

There is a sequence of steps that we follow when we wash our hands and there are some necessary objects needed to perform that task. What objects are needed for the task of hand washing?

Responses should include:

soap, water, sink, towel, bathroom, faucet . . .

And what actions are taken to wash your hands?

Responses should include:

wash, rinse, dry

Yes, so set the props out before you get started on the sequence. Teach all of the vocabulary necessary, both objects and actions, before you teach the sequence.

Show all the props to the tutors: soap, towel, picture of a sink, bathroom faucet. When all the props are set out on a table before you, demonstrate the sequence. You will probably have to mime some directives like, "turn on the water" unless a real sink is available. Try to memorize the sequence if possible.

I'm going to demonstrate the sequence for you. You take the part of the student and follow my lead.

Demonstrate 4 times:
1. Trainer demonstrates alone.
2. Trainer gives commands, trainer and tutors act.
3. Trainer gives commands, tutors act alone.
4. Tutors give the commands, trainer acts.

Here is the directive sequence:

Your hands are dirty.
Go to the sink.
Turn on the water.
Pick up the soap.
Wash your hands.
Put down the soap.
Rinse your hands.
Turn off the water.
Pick up the towel.
Dry your hands.
Put down the towel.
Look! Your hands are clean.

Give out **Handout #2 - Washing Your Hands**

If you have a sequenced picture such as this you can use this as a reminder of the actions for repetition. If you don't have a sequenced picture, you can use pictures from magazines to achieve the same effect.

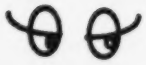
As you have seen, the sentences for the sequence are very simple and direct. "Pick up the soap." "Rinse your hands." "Turn on the water."

Now, with that in mind, what other activities can you think of that would generate a sequence to teach?

Expect some suggestions such as:

getting dressed	going to work
cooking	driving a car

Now, working with your partner, develop a sequence you could use with a beginning level student. Keep the sentences simple and limited to 10 to 12 actions.



Circulate and observe as tutors develop their sequences. Allow about 5 minutes for the task to be accomplished.

Let's share what we've developed with each other. Would someone like to tell us about the sequence you and your partner developed?

If the group is small encourage all the pairs to share. If there are too many pairs for the time remaining, select several as representative of the group. As each pair shares, point out strong points, note the vocabulary, anticipate any problems with too complex sentence structures or unclear directives.

How would you illustrate your sequence?

Elicit suggestions such as:

use photographs or magazine pictures
draw stick figures
use real objects

OBJECTIVE

Tutors will become familiar with activities to follow up a TPR lesson.

Now that the student has either some spoken vocabulary or understood vocabulary, you can begin some literacy activities based on the known language. Every object can have a corresponding index card with the name of the object written on it. Every word can have an index card with the word written on it.

I have made some word cards for the lesson we demonstrated earlier. My word cards are larger than the 3"x5" cards you would use in a real lesson so that you can read them today. Let me show you how they can be used to form sentences related to the actions the student learned.

Demonstrate the use of the oversized index word cards and how they can be used to form sentences related to the directives you used earlier in the lesson. An example of how to do this follows :

Lay the cards on a table where they are easily seen by the participants. Or, tape them to the blackboard if the group is large.

pick up	the	apple			
put	the	apple	on	the	table

By moving the word cards to form new sentences, students will be reading many sentences from just a few cards. Then the student can copy the sentences and write their own sentences.

Index word cards provide a good technique for demonstrating how pronouns substitute for nouns.

Use your oversized cards to demonstrate:

pick up	the	apple			
Put	it	on	the	table	

Give out Handout #3 - Individual Pictures.

Cutting up the sequence pictures, you can present a paper like this to the student. With the pictures on the side, you can write sentences or questions next to the pictures.

Put **Overhead #2 - Individual Pictures** on the overhead projector and turn it on. Write these sentences on the overhead:

Turn off the water.
Pick up the soap.
Dry your hands.
Put down the soap.
Wash your hands.

Draw a line from each picture on the overhead to the appropriate sentence.

Your student matches the sentences with the appropriate picture either by connecting them with lines, or numbering them with the same number. For example, find the sentence which matches Picture #1.

If I cut the pictures in the sequence apart so they can be manipulated, each picture can have a matching sentence on an index card. You or the student writes the sentence on the card; one card, one sentence.

Show the cut up pictures and the oversized index cards on which you have written some of the sentences (see Module Preparation Check List for specific directions for this demonstration).

How else do you think you could use cut apart sequence pictures?

Tutors are likely to come up with a number of creative uses for the index cards. Encourage the participants to make notes of ideas they would like to try with a student. Elicit responses which include:

Mix them up and have the students put them in order.
Leave one out and have students tell which is missing.
Put out one picture and have the student find which picture comes before or comes next.

Once you have pictures for a sequence, there are many different things you can do with them. If you have a more advanced student, you can work with past tense, such as asking a question like: "What did you do before you dried your hands?" The student would answer, "I washed my hands." Then you could work with past tense verbs.

I'd like to give you an opportunity to work out some follow-up activity for this Washing Hands sequence. For your first time, it helps to work together, so three people can work on one project and come up with a simple idea to use with the sequence pictures and index cards. Remember, first identify the ability level of the student with whom you are working and your objective for the activity.
While I pass out the pictures and index cards, please group yourselves in threes. You can begin as soon as you have your partners and materials.

Hand out pictures and cards.

Circulate among the groups, observing progress and intervening with instructions or encouragement as necessary to assure everyone accomplishes the task.

Let's take a few minutes to share the ideas we developed. Be sure to make notes of activities you might want to try with your own student. Who would like to tell us what your group planned?

Call on several groups to get a sampling of the ideas and activities they created.

To sum up what we've done today, the TPR method starts primarily as a listening activity. Spoken language comes when a student understands and spontaneously begins to talk. Remember to keep careful notes of what you do so you can reinforce and review previously learned vocabulary before integrating new vocabulary. The student directs you when they feel confident. I think you'll find that you have a good time with this technique. It is physical and it is fun for both teacher and student.

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TOTAL PHYSICAL RESPONSE - TPR

Total Physical Response is a widely accepted and popular approach to beginning language instruction. It is based on observations of how children acquire their first language which is characterized by a period of listening only, followed by a period of physical responses to the language before speaking occurs. Frequently the physical responses are to commands, the imperative form of language, such as "Come to Mommy", "Give me the ball", etc. Therefore, in the beginning stages the TPR method requires the student only to watch and listen, then only to respond through physical actions. The student's physical action demonstrates the student's comprehension. In this way the teacher always knows if the student is "with" her.

In the beginning stages TPR is only a listening and doing activity, not a speaking activity. After only a short time students will be able to reverse the role of uttering commands in a spontaneous and comprehensible manner and the teacher becomes the follower of directives given by the student.

The basic principles are:

1. Listening comprehension precedes speaking ability (i.e. speaking with understanding, not just "parroting").

2. A physical response reinforces learning, physical involvement promotes memory.

3. Three is the ideal number of new items to introduce - 2 items not being enough for discrimination, more than 3 too many.

4. Command forms of the verb should be introduced first to eliminate the confusion of person and tense variations.

5. Infinite repetition is not necessary. If a student doesn't learn in a few trials, drop it and try again at a later time.

The sequence of introducing a new item is:

Teacher says command and demonstrates action while students observe.
Teacher gives command, teacher and students act.
Teacher gives command, students act.

TOTAL PHYSICAL RESPONSE - TPR (continued)

TPR is an easy method to use. Here are some points to remember:

1. First, decide on a focus you want to work on (i.e. an activity from life at home, a school activity, a work-related activity, etc).

2. Gather in advance any props or visuals you'll need.

3. Be sure you have your student's full attention. Remember that TPR is primarily a listening activity.

4. Demonstrate as you utter the command before you can expect an appropriate response.

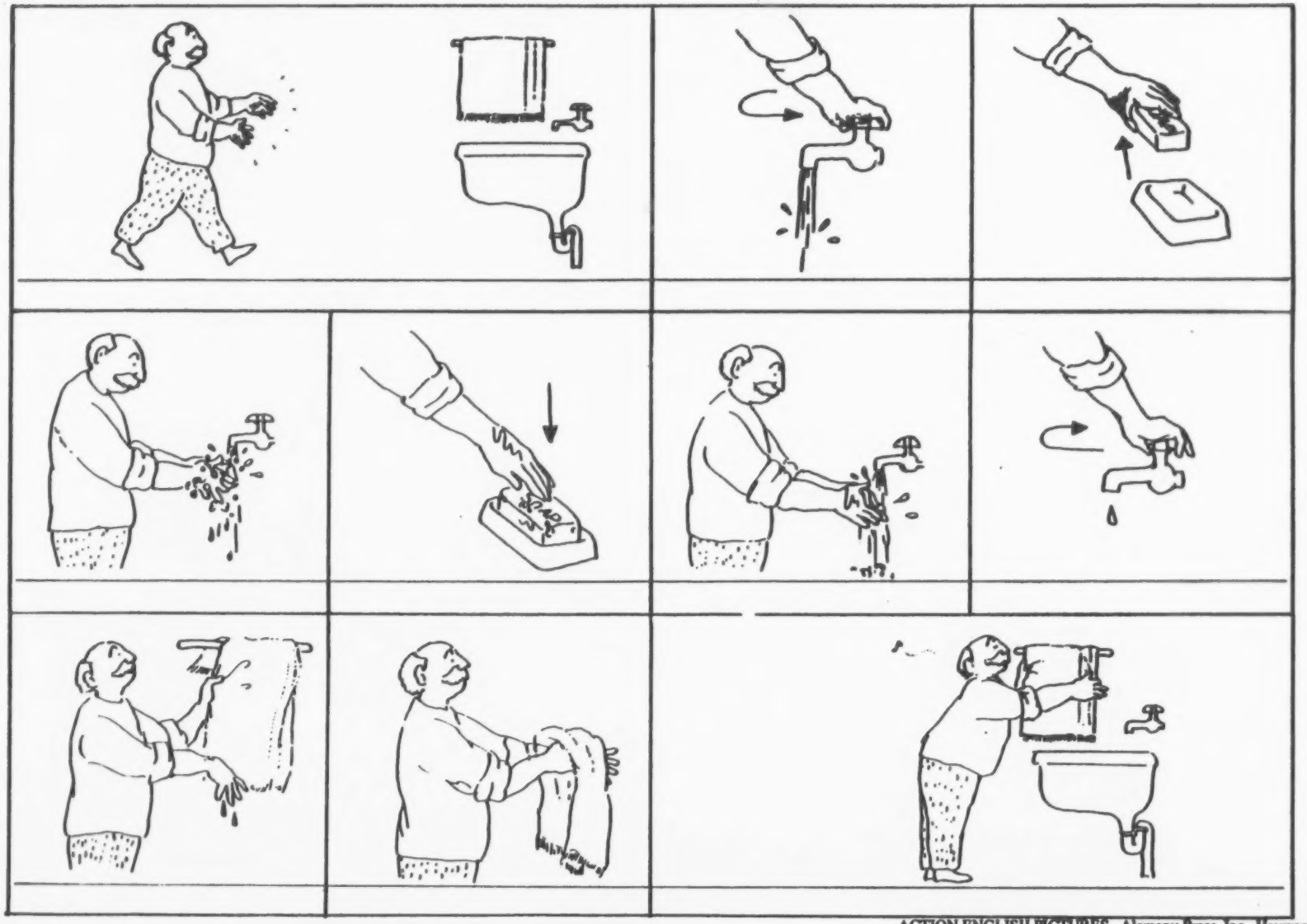
5. Continually review and integrate material you have used in previous sessions.

6. For lower level students, keep the commands simple and short. For higher level students, commands can become more complex and require more actions.

7. Keep the pace moving. Watch the student closely. If s/he becomes confused, demonstrate again as you speak.

8. Keep it light and be sure that everyone involved is having a good time.

WASHING YOUR HANDS



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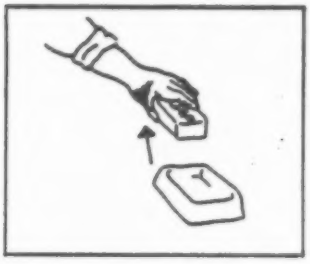
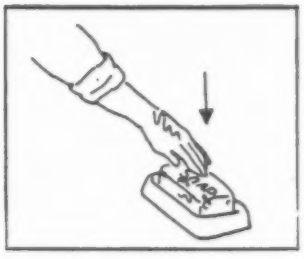
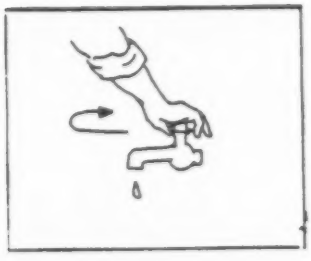
INDIVIDUAL PICTURES







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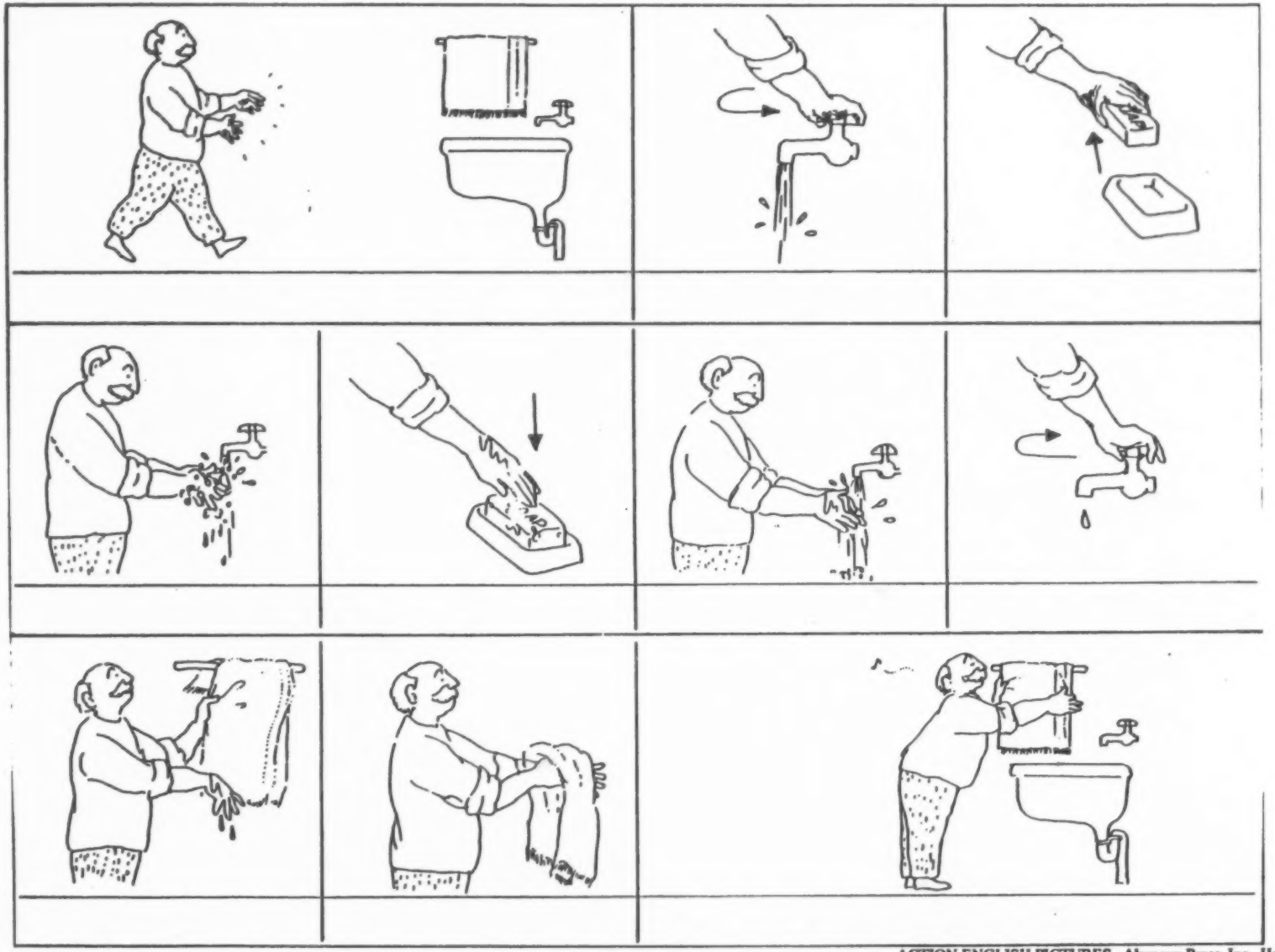
TUTOR TRAINING GUIDE
TOTAL PHYSICAL RESPONSE
Overhead #1

WASHING YOUR HANDS SEQUENCE



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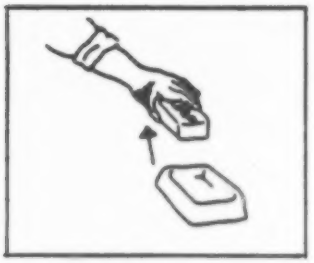
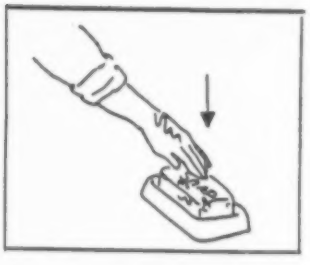
TUTOR TRAINING GUIDE
TOTAL PHYSICAL RESPONSE
Overhead #2

INDIVIDUAL PICTURES





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OUTLINE OF MODULE

TITLE: LITERACY FOR ESL: Applications for Language Experience

GOAL: To provide tutors with techniques for teaching sight words, phonics, and grammar using language experience stories as a text.

OBJECTIVE #1

Tutors will practice a technique for teaching sight words.

Handout #1 - Preliterate Writing Samples
Handout #2 - The Functional Reading Word List for Adults
Magazines
Handout #3 -Sequential Steps for Skill Building

TIME: 20 minutes

OBJECTIVE #2

Tutors will practice a technique for teaching phonics.

Handout #1 - Preliterate Writing Samples
Handout #3 - Sequential Steps for Skill Building
Catalogues

TIME: 20 minutes

OBJECTIVE #3

Tutors will identify grammar problems found in language experience stories and will discuss strategies for teaching grammar rules.

Handout #4 - Language Acquisition
Handout #5 - Literate Writing Samples

TIME: 20 minutes

MODULE PREPARATION CHECKLIST

SEVERAL DAYS BEFORE YOU PRESENT YOUR WORKSHOP:

1. Review:

- ☐ "How to Use This Guide" section of the **TUTOR TRAINING GUIDE.**
- ☐ the entire LITERACY FOR ESL module, including handouts and activities. Practice your presentation on family or friends or in front of the mirror.

2. Visit the site.

- ☐ Is there adequate seating for the number of participants you expect.
- ☐ Are there tables which you can use?
- ☐ Can you move the furniture or must you use the room as it is arranged now?
- ☐ Is there a blackboard or flip chart (including chalk, eraser, or markers) available for use the day of your presentation? If not, arrange for them to be there.

3. Prepare handouts. You may want to do each separate handout in a different color for ease in referring to them during the presentation.

- ☐ Copy single page handouts.
  Handout #1
  Handout #3
  Handout #4
  Handout #5
- ☐ Copy, collate and staple multi-page handout.
  Handout #2
- ☐ Collate handouts into packets and fasten them with large paper clips or put them in folders.

4. Select picture sources.

- ☐ Select magazines and catalogues for use in activities.

5. Refreshments (optional)

- ☐ Arrange for refreshments if you so desire.

MODULE PREPARATION CHECKLIST (continued)

THE DAY OF THE WORKSHOP. Arrive early enough to:

- ☐ Arrange the tables and chairs.
- ☐ Set out handouts so they are ready to be distributed.
- ☐ Set out your text and notes on the lectern or table from which you will speak.
- ☐ Set out the magazines and catalogues for your activities.
- ☐ (optional) Set up refreshment table.

If time allows, take a few minutes to sit and collect yourself before the participants arrive. Then, relax and enjoy your presentation.

OBJECTIVE #1

Tutors will practice a technique for teaching sight words.

How many of you are familiar with the language experience approach?

Would someone explain what the language experience approach is?

If no one volunteers, call on someone who raised a hand in response to the first question.

That's right. In the language experience approach the tutor or teacher writes down a story or information which the student dictates. That information is then used as a text for a reading lesson. The advantage to this approach is that comprehension of the reading text is ensured since the text was given to you by the student. This is especially important with ESL students who usually lack the vocabulary and background experience necessary to comprehend published material.

If you are not familiar with this method, try to attend the next workshop on Language Experience Approach or look in your handbook for more information.

Give out **Handout #1 - Preliterate Writing Samples** and magazines.
Give out **Handout #2 - The Functional Reading Word List for Adults.**

Today you will learn how to use a language experience story to teach sight words, phonics, and grammar. Sight words are words which the reader recognizes as a whole without sounding out the parts. In teaching phonics we're stressing the correspondence between speech sounds and the letters representing those sounds. Grammar is the study of the ways words are used in sentences.

First, we will be examining some writing samples that were dictated to tutors or were written with tutor assistance.

Look at the first sample. A student who was not literate in her first language dictated this story. She learns how to read it as sight vocabulary, but you can introduce new sight words as well. I'll demonstrate how this can be done using you as the "student".

Write on the blackboard:

I study English Chemeketa.
Kay Takako talking students.
I study English.

I study English *at* Chemeketa.

On the blackboard INSERT "at". CIRCLE IT.

Do this on your paper. Now read it.

Tutors read the sentence aloud.

Referring to **Handout #2 - The Functional Reading Word List for Adults,** can you find "at" on your word list?

Allow tutors time to find it.

How do you know which one is "at"?

Responses will vary and may include:

I know how it looks.
I sound it out.
I look at each letter.

Now write "at" under the story.

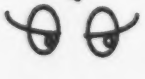
The student does not yet know the sounds of these letters. She may look at both letters or one at a time. Now I am going to teach her another sight word.

On the blackboard INSERT "and" IN "Kay *and* Takako talking." CIRCLE "and". READ THE SENTENCE ALOUD.

Now do this on your paper. Read it.

Listen as tutors read the sentence.

Find this word on your word list.



Observe as tutors look for word on **Handout #2.**

Write "and" under your story.

Now see if you can find these words in a magazine. When you find them, circle them.

Observe as tutors find and circle about two words.

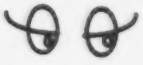
What I just did was a demonstration of the steps for introducing new sight words. Let's reconstruct the sequence. What steps did I follow in teaching the sight words "at" and "and"?

Elicit this sequence from the tutors' responses ("T" stands for tutor, "S" for student):

T shows the word in context (in a sentence)
T reads the word in context
S writes the word in context
S reads the word in context
S locates the word in another context
S tells T <u>how</u> they found the word

Give out **Handout #3 - Sequential Steps for Skill Building.**

Now find a partner and teach your partner a sight word from one of the writing samples.



Observe as tutors find partners, intervening if necessary to be sure everyone has someone to work with (create a group of 3 if necessary and ask the third person to act as "observer" during the exercise). Circulate while the tutors practice the technique, helping where needed. Allow about 5 minutes. Call time and discuss questions and comments.

OBJECTIVE

Tutors will practice a technique for teaching phonics.

Now that my student knows these two words, I am going to teach her the short sound of the letter "a" because I am aware that she also already knows the word "address".

It's a good idea to introduce a sound only after it has been encountered three times in sight words. By then the student can recognize a pattern.

On the blackboard WRITE "address" under the words "at" and "and". SAY EACH WORD, STRESSING THE "a" sound in each.

It's easier to teach a sound when you see it and hear it in the initial or beginning position of the word.

The vowels are the hardest to teach because the sounds change. Look at how many sounds of "a" are in that first story.

To teach a consonant, again find three words that begin with that sound. Let's take "m" for example.

Can you find a word in the third writing sample that begins with "m"?

Wait for tutor's response and write the word "my" on the blackboard.

Does anyone in the room have a name starting with "M"?

Write the name given by tutors (be prepared to supply one if no one responds).

I see a *man.*

Write the word "man" on the blackboard.

Do you see anything else in the room that starts with the letter "m"?

Add a couple of suggested words to your list.

Now let's see if you can find any pictures which represent the words that start with "m".

Ask one tutor to find a picture in a catalogue.

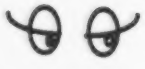
Let's review the steps to teaching the beginning consonant sound. What steps did I follow to teach the beginning sound of the letter "m"?

Elicit responses that produce this sequence:

T writes three known words with targeted sound
T identifies other known objects or words with targeted sound
S identifies words with targeted sound
S looks for pictures which represent words with targeted sound

Now try the technique with your partner. Reverse roles so that the "tutor" in the last practice session becomes the "student" this time. Choose a sound from one of the writing samples to teach to your partner.

Refer to the bottom half of **Handout #3 -Sequential Steps for Skill Building** for the procedure to follow.



Observe as students practice the technique, giving help as necessary. Allow about 3 minutes, call time and discuss any questions or comments.

So far we've focused on sight words and individual sounds found in words from the language experience stories. Now we're going to look at putting sight words and sounds together to create identifiable word patterns.

Remember this new word we learned?

Write AT on the blackboard.

We can make a new word by adding an "m" at the beginning of "at".

Demonstrate by writing "M" in front of "AT" to make "MAT".

Read this word out loud.

Listen while tutors read the word "MAT".

You can add other beginning consonants to "at" to make other words, such as "FAT", "HAT", "CAT". Words which have one sound difference between them, in this case the initial consonant,

Point to the letters and say, "F", "H", "C".

are called word families or word patterns. You can combine sight words and phonics by starting with a shown sight word and substituting different sounds to make different words. If you make new words you will need to check the student's comprehension of these words. You may be introducing new vocabulary.

OBJECTIVE #3

Tutors will identify grammar problems found in language experience stories and will discuss strategies for teaching grammar rules.

Give out **Handout #4 - Language Acquisition** and **Handout #5 - Literate Writing Samples.**

Please look at the language acquisition order on **Handout #4.**

This is called the "natural order" because most children and adults who are learning English acquire these grammar rules first. They use them in stages so that 1 to 3 rules seem to be acquired at a stage rather than one at a time.

It is interesting to note that learners use the natural order no matter which rules they are taught first.

Take a minute to read through **Handout #4.** Does anything surprise you about these stages?

Allow discussion. Bring out the point that the third person singular (she talks) is often one of the first items taught but the last to be acquired.

Refer to **Handout #5 - Literate Writing Samples.**

Now look at the writing samples on **Handout #5.** Look at sample 5. At which stage is the writer?

Possible responses might include:

Stage 1.
She doesn't know plurals.

(If responses are not forthcoming, elicit remarks by asking which structures of Stage 1 she uses).

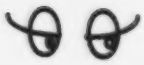
Which rule are you going to help her with first; articles or plurals?

The correct response is plurals.

That's right. She is still acquiring the skills at Stage 1, so we might just as well keep pace with her. If you do choose to introduce more complicated rules, just don't expect the student to use them spontaneously.

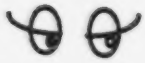
And remember, you don't have to teach the language all in one day. You can use the same story for several lessons.

To practice identifying the grammar rules the student needs help with, we're going to divide into four groups. Please do this now.



Observe while the groups are forming, intervening only if it's necessary to get groups of equal size.

Each group will look at a different writing sample. Decide first what grammar rules the student needs help with and then discuss how you would introduce and practice those grammar rules.



Assign one writing sample to each group and allow about 3 minutes for discussion. Circulate and observe the interaction. Call time and have each group report on what they identified.

And so, you can see from the many ideas generated here today that the language experience story is a valuable resource for both reading instruction and for identifying and focusing on grammar problems the student may have.

PRELITERATE WRITING SAMPLES

Sample 1.

I study English Chemeketa.
Kay Takako talking students.
I study English.

Sample 2.

I like apple.
I like grape.
I like peach.
I like pear.
I like corn.
I like pea.

Sample 3.

I have garden outside my house.
I like work in garden.
My wife and I grow flower.
We grow vegetable.
We have two apple tree.

THE FUNCTIONAL READING WORD LIST FOR ADULTS

a
able
about
accept
account
add
address
admit
after
age
ahead
aid
air
all
allow
also
altogether
a.m.
American
amount, amt.
an
and
any
apartment, apt.
application
are
area
arm
army
as
ask
at
automobile, auto
automatic
available
avenue, ave.
away

back
bar
be
beauty
because
been
beer
before
begin
belong
benefit
beside
besides
best
better
between
big
bill
birth
block
board
boat
body
box
bread
break
breakfast
building, bldg.
bus
business
but
butter
buy
by

call
can
car
care
case
cause
charge
check
children
church
cigarette
city
class
clean
cleaner
clothes
coat
coffee
cold
color
come
company, Co.
complete
condition
continue
corner
cost
could
cream
credit
cross, crossing
daily
danger
date
day
dealer
delivery
department, dept.
dependent
did
dime
dinner
disability
distance
district
do
doctor, Dr.
dollar
done
don't
door
down
dress
drive
driver
dry
during
duty

earn
east
easy
edge
egg
electric
emergency
employ
employment
enter
equipment, equip.
escape
establish, est.
estate
estimate
etc.
evening, eve.
ever
every
exceed
exit
experience
express
eye

fat
feet, ft.
female
finance
fine
finish
fire
first
fish
floor
following
food
foot
for
former
found
free
Friday, Fri.
from
front
full
furnish
furniture

game
gas
gasoline
get
give
glass
go
goes
good
group
guard

had
hair
half
hand
hardware
has
have
he
head
hear
heart
heat
height, hgt.
help
her
here
high
him
his
home
hospital, hosp.
hot
hour, hr.
house
how
husband

I
ice
if
in
include
income
individual
information, info.
installment
insurance
into
is
it

join
just

keep
kind
kitchen
know

large
last
law
lease
leave
left
license
life
like
limit
line
liquor
live
loan
local
long
loss
low

machine
made
mail
make
male
man
manager, mgr.
many
mark
married
material
maximum
may
me
mean
means
meat
mechanical
medical
meeting
member
men
metal
mile
military
milk
minute, min.
Miss
modern
Monday, Mon.
money
month, mo.
monthly
more
mortgage
most
motor
move
Mr.
Mrs.
much
must
my

name
narrow
national
near
need
new
next
nickel
night, nite
no
north
not
now
number, no.
nurse

occupation
of
off
office
oil
old
on
one
only
open
opposite
or
order
other
our
out
over
own
owner

page
paid, pd.
paint
paper
park
part
pass
pay
payment, pymt.
period
person
pick
picture
place
plan
please
p.m.
point
police
present

THE FUNCTIONAL READING WORD LIST FOR ADULTS (continued)

price
private
prohibit
prompt
promptly
property
provide
public

quality
quarter
quiet

radio
rate
real
reason
record
red
register
rent
repair
residential
rest
restaurant
return
right
road
roof
room

safe
safety
said
sale
sandwiches
satisfaction
Saturday, Sat.
save
saw
say
school
security
see
self
serve
service
sex
shall
she
shoe
shop
should
show
shut
side
sign
signal
signature
since
single
size
slow
small
smoke
snow
so
social
society
sold
some
son
south, so.
special
speed
stamp
stand
start
state
station
stay
steel
stock
stone
stop
store
street, st.
strike
such
suit
Sunday, Sun.
supply
system

take
tavern
tax
telephone, tel..
television, TV
term
than
that
the
their
them
there
these
they
this
those
thru
Thursday, Thurs.
ticket
time
tire
to
too
tool
trade
traffic
truck
Tuesday, Tues.
turn
two
type

under
unite
United States, U.S.
up
upon
use

vegetable
vehicle

wait
walk
want
was
wash
watch
water
way
we
Wednesday, Wed.
week, wk.
weight, wgt.
welfare
were
west
what
when
where
which
who
wife
will
window
with
women
word
work
write

year, yr.
yellow
yes
yet
you
your

USEFUL WORDS FOR FILLING OUT FORMS

date
month
year
name
Mr.
Mrs.
Miss
first name
last name
maiden name
middle name
middle initial
address
street
permanent address
mailing address
present address
zip code
city
state
telephone number
business telephone
home telephone

citizen
citizenship status
birthdate
date of birth
place of birth
age
height
weight
Social Security number
marital status
married
separated
divorced
widowed
single
occupation
employer
firm
place of employment
self-employed
length of service
references
in case of emergency

education
years of schooling
last school attended
degrees held
diplomas held
salary
hourly
weekly
part-time
full-time
temporary work
sex
male
female
health plan coverage
medical history
physical impairment
driver's license number
signature

SEQUENCIAL STEPS FOR SKILL BUILDING

Teaching Sight Words

1. Show the word in context.
2. Read the word in context.
3. Have the student write the word in context.
4. Have the student read the word in context.
5. Have the student locate the word in another context.
6. Have the student tell how they identified the word.

Teaching Sounds (Phonics)

1. Write three known sight words that have the targeted sound.
2. Look for objects in the room that have the targeted sound.
3. Have the student identify words with the targeted sound.
4. Have the student look in catalogues or magazines for words or pictures which represent words that have the targeted sound.

LANGUAGE ACQUISITION

When a student is able to correctly and spontaneously use a grammar rule it is said that the student has acquired that language rule. Which rules are taught by the tutor and which rules are acquired by a student are not always the same! Research into the order in which ESL students acquire rules has shown that there seems to be a "natural order" in which English grammar rules are acquired. The order progresses in stages with certain rules being learned at about the same time.

Look at these stages, does anything surprise you?

STAGE 1	ing (talking) plural (boys) copula (she IS tall)
STAGE 2	auxiliary (she IS talking) article (a/the)
STAGE 3	irregular past (went)
STAGE 4	regular past (talked) third person singular (she talkS) possessive (the girl'S house)

LITERATE WRITING SAMPLES

Sample 4.

In Vietnam every morning I prepare a tray for my husband parents. I put hot water in a bowl and a towel a toothbrush and a small cup.

Sample 5.

I have sister. She live in Iran. She is teacher. She have husband and three child, two girl and one boy. One daughter live in Tehran and another girl live in Germany. One boy live in Sydney. My daughter have two baby. She work in hospital. My son have three child.

These students are ready to learn some of the more difficult rules of word order, verb tense, spelling and punctuation. Decide which rule you would teach first. Why? Last. Why?

Sample 6.

Today Im very old 31 yers
no babys because maybe die
Im very afraid Im dont like deed

Sample 7.

Her name is Sally.
She has the brown hair.
She comes from Mexico.
She is at the train station.
She is waiting for her boy-friend.
She has a rain-coat the black color.
She has an ambrella the black color.
I believe thet she have 27 years old.